DOCUMENT RESUME

ED 251 385 SO 016 079

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TITLE Improving the Precollegiate Curriculum on Latin America, Grades 6-12. Final Performance Report.
INSTITUTION Stanford Univ., CA. Stanford-Berkeley Joint Center on Latin American Studies.
SPONS AGENCY Office of Postsecondary Education (ED), Washington, DC.
PUB DATE Aug 84
GRANT HEA-GOO-82-01048
NOTE 194p.; Produced as part of the Latin America Project, a component of the Stanford Program on International and Cross Cultural Education (SPICE). Significant sections of the report were developed by the Bay Area Global Education Program (BAGEP) through funding from the National Endowment for the Humanities, U.S. Department of Education grants, and private and community foundations.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Area Studies; Art; Art Education; Cartoons; Cross Cultural Studies; Curriculum Development; Economics; Foreign Countries; Global Approach; Hispanic American Culture; Information Dissemination; Intermediate Grades; Land Use; *Latin American Culture; *Latin American History; Life Style; Map Skills; Material Development; Mexican Americans; Migration; Physical Geography; Program Descriptions; Secondary Education; Technological Advancement
IDENTIFIERS Brazil; Chicanos; El Salvador; Guatemala; Interdependence; Mexico; Survival

ABSTRACT

The Latin America Project, which developed print and nonprint materials for use in grades 6-12, is described. The two-year effort was conducted in five phases: survey of existing materials; the development of curriculum units; review of curriculum by teachers attending summer institutes; field testing and evaluation; and dissemination. Titles of materials developed are: Chicanismo, Contrasting Urban Lifestyles in Brazil, Latin America in U.S. Political Cartoons, Latin America: The Microelectronic Link, Latin American Visual Art Today, Mapping Latin America, Migration North from Mexico, Muralismo, U.S.-Mexico Economic Interdependence, Rio Blanco: Land Use in a Highland Guatemalan Village, and Scarcity and Survival in El Salvador. The appendices, which comprise the major portion of the report, contain descriptions of the materials developed by the the project; a list of educators involved in the project; a global education framework for curriculum and staff development; institute schedule and evaluation form; "World Cultures Theme Guide to K-12 Curricular Resources, Activities, and Processes"; the draft of a unit, "Coffee Connections", for grades 6-12; and the form used by students to evaluate the units. (RM)

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ED251385

IMPROVING THE PRECOLLEGIATE CURRICULUM

ON LATIN AMERICA
Grades 6-12
FINAL PERFORMANCE REPORT

SUBMITTED TO

U.S. Department of Education
International Research and Studies Program
Post Secondary Education Branch
Room 5717-ROB3
400 Maryland Ave. S.W.
Washington, D.C. 20202

BY

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SP 016 079

Grant # HEA-G00-82-01048

August, 1984

STANFORD-BERKELEY JOINT CENTER ON LATIN AMERICAN STUDIES
THE LATIN AMERICA PROJECT

IMPROVING THE PRE-COLLEGIATE CURRICULUM ON LATIN AMERICA, GRADES 6-12

BACKGROUND

The Latin America Studies at Stanford University has conducted outreach at the pre-collegiate level since 1976, when Project Real was created with funding provided by the Center for Latin American Studies and the Center for Research in International Studies. In 1977, this project joined together with Stanford's other area studies educational outreach projects - The China Project, The Japan Project and The Africa Project - to form SPICE, the Stanford Program on International and Cross-Cultural Education.

The central purpose of The Latin America Project (formerly Project REAL: Recursos Educacionales de America Latina) is the use of scholarly resources in Latin American area studies in cooperation with elementary and secondary educators to develop curriculum for the pre-collegiate level. The results of the curriculum development process are disseminated through in-service education. As a component of the Stanford Program on International and Cross-Cultural Education (SPICE), the Latin America Project units complement other resources available from outreach projects in other area studies: China, Japan and Africa.

In order to broaden its curriculum development activities, SPICE, along with two other international resource organizations -- the World Affairs Council of Northern California and Global Perspectives in Education, Inc. -- formed a consortium called the Bay Area Global Education Program (BAGEP). Since 1979, through BAGEP, the SPICE-Latin America Project (formerly Project REAL, Recursos Educacionales de America Latina) has undertaken educational outreach for university-based county programs, school district programs, and

school-sites throughout northern California. More recently, the project has carried out activities in cooperation with the LASER (Latin American Studies Educational Resources) Project located at San Diego State University.

THE CURRICULUM DEVELOPMENT PROJECT OVERVIEW

Beginning in 1982 the Latin America Project (formerly called Project REAL) undertook a two-year curriculum development process, "Improving the Pre-Collegiate Curriculum on Latin America, Grades Six-Twelve," funded by the U.S. Department of Education. This project is a cooperative effort by Latin America specialists and elementary and secondary school districts to address the notable lack of quality curriculum materials on Latin America in grades 6-12. Joining the scholarly resources of the Joint Center for Latin American Studies at Stanford and U.C. Berkeley with the organizational network provided by the Bay Area Global Education Program (BAGEP), this project first surveyed and evaluated existing materials, then developed curriculum modules in selected curriculum areas. The two-year effort was conducted in five, somewhat overlapping, phases.

PHASE ONE: SURVEY OF EXISTING MATERIALS

In the first phase of the program, the Latin America project organized Latin America specialists, pre-collegiate teachers and curriculum specialists from California into a panel to survey and evaluate existing Latin America curricula at grade levels 6-12. Twenty-six educators agreed to participate in an 18-month process. (Appendix A: Panel of Educators) This panel of educators met twice prior to their participation in a four week institute at Stanford University to identify ways that proposed Latin America curriculum should be included in courses of study at the elementary and secondary levels.

Teachers were asked to survey existing curriculum materials about Latin America to determine the quality of those used in northern California schools. The panel found that many textbooks did not include Latin America and that many existing curricular materials were out-of-date, inaccurate, or ethnocentric in their treatment of Latin America. Teachers reported that the only level at which Latin America content was traditionally introduced was the sixth-grade social studies program in California.

Based on this survey, a curriculum development strategy emerged. As instructional programs have increasingly emphasized social science concepts and skills, it was necessary to adapt the regional approach to Latin America to a more thematic approach with discrete units as case studies. (Appendix B: Themes, Concepts, Skills) International content focused on Latin America could therefore be applicable across disciplines and grade levels to illustrate concepts and reinforce skills. One example from this project is a curriculum module on U.S.-Mexico migration which is a case study for teachers who wish to introduce the concept of global migration patterns past and present.

After eight years of experience in in-service education, SPICE/Latin America curricular resources have increasingly adopted this kind of case study approach with student skills and concepts embedded in Latin America content. Consequently, the curriculum units proposed for the two-year curriculum development process were designed to be:

1. Case studies which introduce key international education concepts and ask students to apply a variety of competencies and skills.

2. Interdisciplinary for use in a broad range of courses and disciplines: science, art, math, Spanish language, computer science, and social science.

3. Applicable for students of diverse skill levels, grade levels and socio-economic background.

4. Where possible, bilingual (Spanish), i.e. appropriate terminology is incorporated.

The panel also identified exemplary existing curricular resources. Those materials judged to be of high quality were listed in an annotated bibliography for pre-collegiate educators disseminated nationally through the Clearinghouse Memo of the Global Perspectives Information Exchange Network in August, 1983. These curricular materials were also available for the panel members to use and review throughout the 18-month period.

PHASE TWO: CURRICULUM WRITING

During the second phase of the project, Latin America specialists on the staff of SPICE developed drafts of curriculum units on relevant Latin America topics in six theme areas selected for their relevance to existing BAGEP curricular frameworks: world cultures, contemporary issues, U.S. history in a global context, understanding our cultural diversity, language and literature. (Appendix B: Themes, Concepts and Skills) Two graduate students in Latin American Studies served as research assistants throughout the curriculum development process. Jayne Bloch, M.A. student in Latin American Studies, provided expertise on Brazilian culture, literature and history. Barbara Bayardo, M.A. student in Latin American Studies, blended a bi-cultural Mexican background with specific expertise on micro-electronic technology. In particular the Latin American perspective on all phases of curriculum development was invaluable. Bert Bower, a bilingual social sciences teacher at Los Altos High School, served as Project Associate, curriculum writer, and resource person for the curriculum development project. Each staff person contributed expertise, constructive criticism and valuable insights throughout the process.

The curriculum modules were selected and developed in conjunction with a faculty advisor from the Stanford-Berkeley Joint Center on Latin American Studies. The following Stanford faculty members served as consultants on specific units relating to their area of specialization:

Beatriz Arias, Asst. Prof., School of Education
Damian Bayon, Visiting Tinker Prof., Art Department
Albert M. Camarillo, Assoc. Prof., History Department
William H. Durham, Asst. Prof., Anthropology Department
Edmundo Fuenzalida, Assoc. Prof., International Development Education, School of Education
David L. Grossman, Acting Asst. Prof., International Development Education, School of Education
Richard M. Morse, Prof., History Department
Clark W. Reynolds, Prof., Food Research Institute
Everett M. Rogers, Prof., Communication Department
John D. Wirth, Prof., History Department

Faculty consultation was valued both in early and later stages of curricular development.

Wherever possible, community organizations and resource persons were contacted as a part of the on-going educational outreach program. For example, a local collection of contemporary Latin American art provided extensive resources, expertise and consultation in the development of the unit, Latin American Visual Art Today. San Francisco's Mexican Museum also provided resources in the project. A West Coast coffee company, the MJB Corporation, provided information and resources to highlight California's trade with Latin America. The California Historical Society also provided resources on California's historical ties with Latin America. Bay Area and the World, a component of the World Affairs Council of Northern California, compiled data and research reports whose conclusions shaped units on the impact of Mexican migration, U.S. - Mexico trade, and high technology industry on Northern California.

PHASE THREE: REVIEW OF CURRICULUM

The third phase of the project was an extensive review of the units-in-progress by BAGEP district teachers during the four week BAGEP Training Institute: "Focus on Latin America" funded in part by the National Endowment for the Humanities in combination with private foundations and local corporations. This took place during June-July, 1983. Fifty-two teachers, (including the twenty-six panel members), curriculum specialists, librarians, and administrators represented public and private schools in northern and southern California. Faculty from both Stanford University and the University of California, Berkeley, conducted lectures and SPICE and BAGEP staff presented curriculum sessions on the newly developed SPICE units.

The daily schedule began with a lecture by a faculty member affiliated with the Stanford-Berkeley Joint Center on Latin American Studies. Following the lecture, teachers selected either a follow-up discussion with the lecture moderated by Professor John D. Wirth, faculty advisor, or a working session directly involving them in curriculum development. After lunch, teachers again selected one of the three curriculum demonstrations during which they were instructed in new teaching strategies and the use of new slide-based inquiry units. A copy of the agenda illustrates the format of the Institute. (Appendix C)

PHASE FOUR: FIELD-TESTING AND EVALUATION

During the 1983-1984 academic year the final two phases of the program were underway. The fourth phase included field-testing of the materials by institute participants in their own schools and districts. Teachers, and students as well, completed curriculum evaluation forms later used by the SPICE/Latin America Project staff to amend and revise the existing drafts.

(Appendix D) On January 21, 1984 the panel members reassembled at Stanford University. Twenty of twenty-six panelists who had actively field-tested lessons and critiqued informal evaluation indicated the teachers who had used and adapted materials developed at SPICE increased their expertise on teaching about Latin America, as well as increasing their students' ability to understand and interpret events in Latin America after experiencing newly developed units.

PHASE FIVE: DISSEMINATION

After field-testing units the materials have been disseminated regionally through the Bay Area Global Education Program (BAGEP) university-based county, school district, and school-site programs, and educational professional organizations, such as the California Council for the Social Studies.

Moreover, BAGEP consortium has incorporated brief descriptions of the Latin America Project units within existing global theme guides on World Cultures, Contemporary Issues, Understanding Our Cultural Diversity, Language and World Literature. The matrix format used in the BAGEP theme guides provides a brief description of one of the student activities, student skills and additional resources. Teachers are also provided instructions on where they may obtain the unit on free loan. These theme guides incorporate curriculum units that were developed and disseminated by the three area studies-focused institutes held at Stanford University in 1981, 1982, and 1983. The teacher institutes sponsored by the Bay Area Global Education program was Focus on Asia (1981), Focus on Africa (1982), and Focus on Latin America (1983). The theme guides categorize relevant curriculum by grade-level, student objective, and theme area. (Appendix E)

Presentations by SPICE/Latin America Project staff and by teacher-participants disseminated curriculum on Latin America througout the northern California region, in the San Diego region, and at key national and international professional conferences. Here is a partial list of professional organizations at whose conferences SPICE/Latin America Project curriculum materials have been freely disseminated:

--Latin America Studies Association, XI International Congress, Mexico City (September 29, 1983)
--California Association of Private Schools Organization, San Francisco (October 20, 1983)
--National Council for the Social Studies, San Francisco, (November 25, 1983)
--American Conference on Teaching Foreign Languages, San Francisco (November 25, 1983)
--California Association of Bilingual Educators, San Francisco (January 14, 1984)
--California Council for the Social Studies, Los Angeles (March 8, 1984)
--California Humanities Association, Menlo Park (May 12, 1984)

In the years following the grant period, additional dissemination is anticipated through other national curriculum publishers, such as the Center for Teaching International Studies at the University of Denver. Individual units which have been extensively field-tested would be made available to a national educational audience through the well-known CTIR catalog.

CONCLUSIONS

The curriculum development process "Improving the Pre-Collegiate Curriculum on Latin America," has had a variety of outcomes in several areas of pre-collegiate education. The curriculum products themselves have also added to the curricular resources available to teachers, grades six to twelve. Here are some generalizations on the outcomes of the curriculum development grant:

1. Over twenty-six elementary and secondary teachers reviewed and critiqued lessons, units, and resources throughout the 18-month process.

2. Faculty members were consulted throughout the two-year curriculum development process on units related to their areas of specilization.

3. Lessons and units are available for field-testing on loan from the SPICE/Latin America Project at Stanford University, on loan from the Schools Program of the World Affiars Council of Northern California San Francisco, and on loan from the LASER Project located at San Diego State University.

4. Student knowledge and skills in treating Latin America content were enhanced through interdisciplinary lessons in a variety of subject areas which introduce skills and concepts.

5. Eleven new curriculum units exist in pre-publication draft form which are available to outreach programs for elementary and secondary teachers. (Appendix F)

The two-year curriculum development process has joined scholarly resources at Stanford University's Center for Latin America Studies with the California pre-collegiate educational community. Culmination of the process will be continued refinement of the curriculum modules at the Stanford Program on International and Cross-Cultural Education (SPICE), Latin America Project.

The SPICE program is well known for its high quality curricular materials on Asia (Japan and China). The newly developed curricular resources on Latin America expand the number of already existing SPICE units which are available from the area studies outreach projects of Stanford University, the Japan Project, the China Project, the Africa Project and the Latin America Project. Finally, these curricular resources will be disseminated at the Conference of Latin American Studies Association in 1985. The broadening regional involvement of northern California and southern California teacher teams furthers the scope of the Latin America Project curriculum development program. In the San Diego region, the programs of the LASER Project housed at the Center for Latin American Studies at San Diego State University also

disseminate SPICE curricula. In the summer of 1984, another Bay Area Global Education Institute on International Trade, Economics, and Development further extended the curriculum development activities of the Latin America Project. Teachers from Utah, Nevada and Colorado experienced Latin America Project units and received information on how to obtain these resources for teachers in their regions.

The widening scope of BAGEP and Latin America Project programs will continue to draw upon the existing curriculum on Latin America developed during the two-year curriculum development process 1982-1984.

LATIN AMERICAN CURRICULUM MATERIALS
BY THE
STANFORD PROGRAM ON INTERNATIONAL AND CROSS-CULTURAL EDUCATION
LATIN AMERICA PROJECT

"Chicanismo"

Six slide interviews offer insight into six different perspectives on self-identity, ethnic group, and stereotypes of Mexican-Americans and Chicanos.
Faculty Consultant: Albert Camarillo, Assoc. Prof., History Department

"Contrasting Urban Lifestyles in Brazil"

The culture and lifestyles of Brazil are largely urban today. Students learn how Brazil's culture both unites and divides the urban character of the nation. The curriculum complements the California State Social Studies Framework for grades 6-12.
Faculty Consultant: Richard Morse, Prof., History Department

"Latin America in U.S. Political Cartoons"

Visual literacy activities utilize cartoons from the United States, 1890 to the present, in a set of teaching strategies designed to be used ie conjunction with the book Latin America in Caricature by John Johnson (University of Texas, 1980). Critical analysis and thinking skills are an integral part of this unit for secondary social studies and language arts courses. Field-testing Draft.
Faculty Consultant: John Wirth, Prof., History Department

"Latin America: The Microelectronic Link"

The history of technology is introduced with information about the impact of the microelectronic industry on nations such as Mexico, Brazil, West Germany, France and Costa Rica. Economic concepts such as comparative advantage, international division of labor, free trade vs. protection are illustrated. Pre-publication Draft.
Faculty Consultant: Everett Rogers, Prof., Communications Research
Community Resource: Latin American Area Managers, Hewlett Packard Corporation

"Latin American Visual Art Today"

New images of Latin American art introduce six concepts common to the contemporary art of many world cultures: reality, structure, decoration, expression, dissent, and "pop." Slides of paintings, sculpture, and graphic art introduce upper elementary and secondary students to the works of twenty-one significant Latin American artists today. Pre-publication Draft.
Faculty Consultant: Damian Bayon, Visiting Tinker Prof., Art Department
Community Resource: Donald Goodall, Curator, Paul M. Cook Collection of Latin American Art; Nora Wagner, Mexican Museum

"Mapping Latin America"

Lessons on bilingual geography terms, place names, and map-reading utilize an outstanding set of desk maps and a game format. The role of geography skills in U.S. students' international competence is emphasized with constructive strategies and conceptual approaches: regional, cross-cultural, and international. Pre-publication Draft.
Faculty Consultant: David L. Grossman, Acting Asst. Prof., International Development Education

"Migration North From Mexico"

The history of U.S.-Mexico migration is presented through the eyes of residents of Purisima de Bustos, Guanajuato. This curriculum includes a rationale and family interview worksheets which aide teachers by treating migration in an international context. The small group format provides a cooperative classroom management strategy which involves all students. Pre-publication Draft.
Faculty Consultant: John Wirth, Prof., History Department

"Muralismo"

The three great Mexican Muralists: Orozco, Siquiro and Rivera portray universal themes in their historical murals from the 1920's and 1930's. This activity is a card sort for students, grades 6-12, in which students identify symbols, themes and artistic styles on cards which are laminated with the picture of the mural. Pre-publication Draft.
Faculty Advisor: Damian Bayon, Visiting Tinker Prof., Art Department

"U.S.-Mexico Economic Interdependence"

Students learn of the global flows -- trade-migration-finance -- which cross the U.S.-Mexico border. International trade, production, and monetary devaluation are taught through a case study of the "twin cities" along the U.S.-Mexico border. Pre-publication Draft.
Faculty Consultant: Clark Reynolds, Prof., Food Research Institute; David L. Grossman, Acting Asst. Prof.

"Rio Blanco: Land Use in a Highland Guatemalan Village"

Students draw skeletal land use maps of highland village in Guatemala as they observe slides of the regions in the department of San Marcos. Small farms, clinics, schools and churches are located through slides.
Faculty Consultant: John Wirth, Prof., History Department

"Scarcity and Survival in El Salvador"

The social, historical and economic history of El Salvador is explained through slides, graphing activities and news articles. Critical analysis of the media as well as critical thinking on broad issues such as population growth, finite resources, and rural-urban migration is the student skill developed in this unit. Pre-publication Draft.
Faculty Consultant: William Durham, Asst. Prof., Anthropology Department

1983 BAGEP Summer Institute Panel of Educators

Name & Address	Phone	Specialty, District	Grade
Don Shaver 466 Wellesley Mill Valley, CA 94941	(415) 388-3292	Social Studies Tamalpais	9-12
Lino Nivolo 140 Love Lane Danville, CA 94526	(415) 837-1511	Spanish San Ramon HS	9-12
Marjorie Ramsay 1725 Hicks Avenue San Jose, CA 95125	(408) 253-0202	SS in-service Cupertino	5-6
Richard O. Livingston Route 1, Box 2130 Davis, CA 95616	(916) 756-3131	U.S. History,Government Davis	11-12
Mrs. JoAnn P. Torres 510 Hermosa Place Davis, CA 95616	(916) 756-3131	Spanish Davis	9-12
Margaret Cormier 5921 Monzal Avenue Oakland, CA	(415) 992-4050	ESL/English Jefferson	9-12
Stan Seaberg 20153 Somerset Drive Cupertino, CA 95014	(415) 855-8229	U.S. & World History Palo Alto	9-12
Dolores Vinal 1049 Shoal Drive San Mateo, CA 94404	(415) 367-7541	Librarian Redwood City Elementary	
Barbara Blinick 1127 Sanchez Street San Francisco, CA	(415) 647-7950	ESL,Bi-lingual,SS San Francisco Unified	
Judith McGovern 140 Barbaree Way Tiburon, CA 94920	(415) 386-1600	SS,Math San Francisco Unified	6-8

Name & Address	Phone	Specialty, District	Grade
Maria Vianney Nevarez 485 A Piercy Road San Jose, CA 95138	(408) 998-6261	Bilingual San Jose Unified	K
Rose Nieponice 921 Sunnyhills road Oakland, CA 94610	(415) 349-9922	ESL San Mateo Elementary	6-8
Ada Woodson 408 La Gonda Way #209 Danville, CA 94526		Librarian San Ramon High School	
Judy Craig 455 N. Regent Street Stockton, CA 95204	(209) 944-4203	Stockton Unified	K
Arthur A. Chapman P.O. Box 507 San Anselmo, CA 94960	(415) 454-8614	Curriculum Coordinator Tamalpais High School	
Marta Kay Banchero 6150 Snell Avenue San Jose, CA 95123	(408) 578-9100	World Cultures Eastside High School	9
Margaret Beernink 2351 Oberlin Street Palo Alto, CA 94306	(415) 323-9052	World History Sacred Heart	9
Robert G. Drake 345-67 Coleridge Salinas, CA	(408) 424-2824	Geography, Government Salinas High School	9-12
Rita Duarte 4698 Campbell Avenue San Jose, CA 95130	(408) 258-8202	Bilingual Alum Rock	5
William Horning 3123 Polk Way Stockton, CA 95209	(209) 473-5602	Global Studies Lincoln High School	9-12
Richard J. Sachen 5064 Shady Avenue San Jose, CA 95129	(415) 968-1647	SS Mt.View-Los Altos High School	
Carmen Scholis 1214 Shafter Avenue Pacific Grove, CA 93950	(408) 649-7482	French, Spanish Monterey Peninsula High School	

Name & Address	Phone	Specialty, District	Grade
Barbara Schubert 6607 Northridge San Jose, CA 95120	(408) 266-8771	Campbell Union Elementary	K
Rhonda Calef 1908 Buchanan San Francisco, CA 94115		Language University High School	
Geraldine Zlataroff P.O. Box 792 Fairfax, CA 94930		Teacher Advisor Fairfax Elementary	K-8
Elsie Begler 456 Santa Dominga Solana Beach, CA 92075	(619) 481-2556	Consultant San Diego Museum of Man LASER Project Director	

A GLOBAL EDUCATION FRAMEWORK FOR CURRICULUM AND STAFF DEVELOPMENT

SKILL OBJECTIVES	Cultural Appreciation Systems Analysis	Values Clarification Data Collection & Analysis	Problem Solving Sense of History Critical Thinking	Geographic Understanding Evaluation Perspectives Foreign Language Competence	
CURRICULUM CHANGE PROCESSES	Utilize existing curriculum & instructional materials more effectively	Supplement existing texts and available materials with units more current, less stereotypical, etc.	Substitute curriculum units or combination of units for existing units or courses of study	Systematically review units or courses to incorporate new world affairs content, concept, strategies, etc.	Multigrade revisions of curricula or scope and sequence
STAFF DEVELOPMENT PROCESSES					
- TRAINING CONTENT	Regional Focus - Africa - Asia - Latin America	Theme Focus - World Cultures - World Issues Economics Int'l Security - U.S. History in Global Context - Cultural Diversity - Foreign Languages - World Literature	Concept Focus - Change - Communications - Conflict - Culture - Interdependence - Complexity - Perception	Teaching Strategies - Global & Historical Content Setting - Comparative Approach - Inquiry Approach - Activity focus: Role Plays, Simulations, Small Groups, etc. - Current Events - Identifying Local Relationships, Applications - Cross-disciplinary Teaching	
- TRAINING LEVEL	Awareness	Information & Resource Sharing	Skills Development	Summer Institutes College Courses Curriculum Workshops	Curriculum & Educational Travel Abroad Advanced Degree Programs
- TYPE OF ORGANIZATION	School Site	Cluster	District	Multi-District	County or Region
- PEOPLE TO BE TRAINED	Trustees, Community Members, Leaders	School & District Administrators	University Staff - Teacher Trainers - World Affairs Specialists - Others	Classroom Teachers - Level - Grades - Subjects	
- REINFORCEMENT & FOLLOW UP	Newsletter	School Rep. or Team Liaison	Instructional Assistance by Principal, Supervisor	Observation & Peer Teaching within school or district	Coaching, peer or mentor teacher consultation
RESOURCE SERVICING	Individual purchase of units or borrowing from Resource Center at WAC	Regional or County Resource Center	District Resource Center	School Site Resource Center	

Appendix B

BEST COPY

BEST COPY

ROUGH
1/31/83

June 20	June 21	June 22	June 23	June 24
A.M. Welcome & Orientation Pre-test P.M. Theme Groups Resource Center MOVIE: Latin American Overview (McGraw-Hill)	WS: Bilingual Strategies How to globalize lessons Multicultural/Global Ideas Globalizing U.S.(Davis) Theme Groups: Lesson Plans Matrix Objectives ACTIVITY: Basic Skills through Movement (Valenzuela)	WS: Evaluating Global Lessons Bay Area Resources on LA Visual Literacy Theme Groups for Panel BAGEP Orientation for Part II (WAC,GPE,SPICE) BARBECUE: Lecture/Movie Saludos Amigos (Disney)	WS: UT Resource Guide Current resources on LA Encuentros Culturales CD: Latin American Geography Two Visions of the Conquest Scarcity/Survival in El Sal EVENING FREE	Latino Students:AwarenessIssues Evaluating Media (movies,filmstp) SAN JUAN BAUTISTA 3:00 Tours of Town/Mission 5:00 Dinner, Jardines 7:00(?) El Teatro Campesino
June 27	**June 28**	**June 29**	**June 30**	**July 1**
A.M. Textbook Review: Elem Textbook Review: Sec. Textbook Review: U.S. P.M. Curriculum Demos: Latin American Geography Rio Blanco Two Visions MOVIE: Incas/Mayas	WS: Resource kits from Oxfam Teaching About Caribbean CD: Rio Blanco Muralismo México Visto Por Sus Niños MEXICAN DANCE WORKSHOP	WS: Food First Curriculum SWRL Times of Jaguar FIELD TRIP: Mexican Museum No Host DINNER in Mission (SF)	WS: Using Folktales from LA Using Popular Culture (songs, cartoons, TV) CD: Latin American Art Today Poetry of Caribbean México Visto Por Sus Niños PM Book Fair (3 exhibits) EVENING FREE	Panel: Theme Groups Part II: Visit to Window South (Menlo Park) Buffet Lunch: New Leaf
July 4	**July 5**	**July 6**	**July 7**	**July 8**: Reports from Theme Groups/Response from Part II participants Post-test
HOLIDAY	WS: These Little Injustices (I) Improving Multi-Cultural Education (Hispanic Week, Christmas, Cinco de Mayo) CD: Coffee Connection Migration North From Mexico Economic Interdependence MOVIE: Americas in Transition Women in Arms (Nicaragua)	WS: These Little Injustices I Resources for teaching about econ. dev. (ACCION World Bank, Many Steps, One Goal) CD: Urban Lifestyles Brazil Foods of Brazil (Miller) Ecology of the Amazon CARNEVAL NIGHT (Culture Fair)	WS: Using Literature in SS Urban Problems(Caracas) CD: Migration North From Mexico Latin American in U.S.Cartoons Cuban Education (?) EVENING FREE (Paolo Freire?)	Appendix C
July 11: Workshop Models AFS/YFU Programs Bay Area Resources PM: Theme Groups	**July 12**: Field trip to Berkeley or Free choice for theme groups	**July 13**: Theme groups	**July 14**: Theme groups	**July 15**: Theme groups

WEEK I

Monday, June 20, 1983

DAY'S THEME:	Panel Orientation
8:00-10:00	Registration/Coffee and Donuts
10:00	Welcome, Introduction, and Program Review
10:30-11:30	Timeline Exercise (Small Groups)
11:30-12:15	Latin America Pre-Test
12:15-1:30	Lunch
1:30	The Latin America Project and Theme Group Tasks, David Grossman, Kathie Toland, Leslie Moonshine
2:30	Theme Group Tasks
3:30	Break
4:00	Theme Group Reports
5:15	Wine
6:00-6:30	Dinner
7:15-9:00	Cross-Cultural Simulation: Heelotia Simulation

WEEK II

Friday, July 1, 1983

DAY'S THEMES: Teaching About Communication Through Art, World Cultures

7:30-8:00	Breakfast
7:45-8:45	Dígalo en Español
8:45-9:00	Agenda Review
9:00-10:00	WORKING SESSIONS:
	(A) Muralismo, a teaching unit by the Latin America Project, Bert Bower
	(B) Latin American Visual Art Today, a teaching unit by the Latin America Project, Kathie Toland
	(C) Sebastian, Geometric Transformables (videotape),
10:00-12:30	TRIP TO WINDOW SOUTH GALLERY (Menlo Park)
	Lecture: Dr. Donald Goodall, Curator, Paul M. Cook Collection of Latin American Art, Window South
12:30-1:30	Lunch at Window South

WEEK III

Thursday, July 7, 1983

DAY'S THEME:	Teaching About Change, Teaching About Interdependence, Contemporary Issues
7:30-8:00	Breakfast
7:45-8:45	Dígalo en Español
8:45	Agenda Review
9:00-10:00	LECTURE: The Role of Religion in Latin America Today, Scott Mainwaring, Ph.D. Candidate, Stanford University
10:00-10:30	Break: Exercises with Juana Fonda
10:30-12:30	WORKING SESSIONS:

(A) Discussion: John Wirth, Director, Center for Latin American Studies, Stanford University, and Scott Mainwaring

(B) The Business of Survival, Very Small Businesses in the Americas, a videotape from ACCION/Toward a Better World: WORLD BANK Curriculum Materials, Kathie Toland and Stan Seaberg

(C) Migration North From Mexico, a teaching unit by The Latin America Project, Bert Bower

12:30-1:00	Lunch
1:30-3:30	Theme Groups
3:30-4:00	Break
4:00-4:30	Post-test
5:15	Wine
6:00-6:30	Dinner
7:15-9:00	LECTURE: Summing Up, John Wirth, Director, Center for Latin American Studies, Stanford University

POST INSTITUTE EVALUATION

LATIN AMERICAN SUMMER INSTITUTE - BAGEP

TEACHER'S EVALUATION

Name of Teacher _____

1. Briefly describe any personal and/or professional changes that you have experienced as a result of this institute.

2. Have you used any of the materials and/or teaching techniques you developed at the past Summer Institute on Latin America?

   If yes - please specify in what way have you employed them? How did you modify them?

3. What support and encouragement have you received regarding your implementation of materials or techniques obtained during the last Latin American Summer Institute? (e.g., What were the attitudes of the principal, curriculum coordinator, administration, fellow teachers, local community, parents, BAGEP staff.) List the sources of support and encouragement in order of their importance.

4. What obstacles have you encountered in trying to implement materials or techniques obtained in the last Latin American Summer Institute? List the obstacles in order of their importance.

5. Whom do you consider to be the "key figure" in implementing new curriculum ideas in your school? Why?

WORLD CULTURES

A THEME GUIDE TO K-12 CURRICULAR RESOURCES, ACTIVITIES, AND PROCESSES

Developed by the

Bay Area Global Education Program (BAGEP)

The development of this theme guide was funded primarily by grants from the National Endowment for the Humanities and the U.S. Department of Education. BAGEP has also received funds from the Columbia, Cowell, Gerbode, Hewlett, and Johnson Foundations, the Levi-Strauss Corporation, and the San Francisco, San Mateo, and Santa Clara Community Foundations.

Permission is given for educators to reproduce this theme guide for educational purposes only. In all other cases, for permission, call or write: Dr. David L. Grossman, SPICE, LHH 200, Stanford, CA 94305 (415)497-1114.

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CREDITS

BAGEP begins each academic year with a summer institute on the Stanford University campus for teachers and curriculum advisers. Throughout the following year BAGEP uses the curricular themes to develop materials and to organize in-service programs around the cultural focus of the summer institute. The 1981-82 institute focused on Asia, the 1982-83 institute focused on Africa, and the 1983-84 institute focused on Latin America.

Bay Area teacher participants who contributed to the theme guide and resource bank for World Cultures during the past three summer institutes include:

Brenda Hepler and Kaye Stryker, Acalanes Union High School District; Karla Daw, Cupertino Union; Marta Kay Banchero, Eastside Union High School; Geraldine Zlataroff, Fairfax Elementary; Lionel Clear and James Pettee, Jefferson Union High School; Marsha Speck, Modesto City Schools; Catherine Mansoor, Sequoia Union High School District; Zita Kennedy and Chris Creighton, Palo Alto Unified; Dolores Vinal, Bill Short, and Ann Marie Sulzbach, Redwood City Elementary; Margaret Beernink, Sacred Heart Preparatory; Robert Drake, Salinas High School; Judith McGovern, San Francisco Unified; Ronda Calef, San Francisco University High School; Joann Ariff, Barbara Conrad, and Roberta Gleeson, San Ramon Valley Unified; Mary Ann Ware, Stockton Unified; Freeman Blake, Art Chapman, and Mike Collins, Tamalpais Union High School; Doni Kobus, University of California at Santa Cruz (1981 Group Co-Facilitator); Kay Sandberg Abe, SPICE/Japan (1981-83 Theme Group Co-Facilitator).

Special thanks are due to Kay Sandberg Abe who provided the leadership which made this theme guide possible. Thanks also to theme guide editors Roberta Gleeson and Vicki Kubler LaBoskey.

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INTRODUCTION TO BAGEP AND THEME GUIDES

The Bay Area Global Education Program (BAGEP), a consortium of the World Affairs Council of Northern California, the Stanford Program on International and Cross-Cultural Education (SPICE), and Global Perspectives in Education, works with local school districts and county education offices in a joint effort to increase student competence in world affairs. Together the resource organizations and schools which make up BAGEP seek to accomplish the following:

a. to develop and adapt new global education materials;
b. to design and implement staff and curriculum development projects;
c. to bring the international resources of the community to bear on school programs; and
d. to provide a forum for exchange of ideas and resources related to a more global curriculum.

Given the wide range of curricular frameworks in the State of California, BAGEP has adopted a thematic approach, thus organizing the task of "globalizing" the curriculum around a limited number of relevant foci. The current themes were chosen as a result of a needs assessment conducted in thirteen San Francisco Bay Area school districts. These themes in no way preclude the possibility of treating other global and cross-cultural topics in the curriculum. Nor are they mutually exclusive; one can identify considerable overlap among the themes.

Among the themes which can be used to improve the global and cross-cultural dimensions of school curricula, BAGEP has chosen the following for initial development:

WORLD CULTURES: Studying and comparing cultures in ways which develop understanding of beliefs, customs, social structures, and the arts, and which help students see themselves and the world from many points of view.

CONTEMPORARY WORLD ISSUES: Learning to view local issues in a global context, to see how world-wide problems affect Americans, to develop techniques for analyzing complex problems, and to work with others to effect solutions.

LANGUAGE: Becoming aware of the many forms of language: silent, symbolic, oral and written; examining the universality of language; discovering the relationship between language and culture; increasing language and cultural awareness by promoting increased foreign language study.

WORLD LITERATURE: Using the richness of world literature in translation to examine universal literary themes; fostering appreciation of a wide variety of oral and written literary traditions; encouraging creative potential.

U.S. HISTORY IN A GLOBAL CONTEXT: Developing a global perspective by studying events in American history from the perspective of other nations, comparing American experiences to those of other countries, and learning how change and conflict have shaped the United States.

UNDERSTANDING OUR CULTURAL DIVERSITY: Improving the student's ability to accept and appreciate people of diverse ethnic backgrounds; clarifying student perceptions of how diversity contributes to American life and to one's ability to deal effectively with world issues.

In order to produce these guides, teachers and curriculum specialists involved in BAGEP first developed goal statements for each theme. Then activities and resources were collected to fit each goal at different grade levels. Their efforts are reproduced here in the form of a "theme guide" which includes a rationale, goal statements, activities by grade level, sample lesson plans, and resource lists. These components will be amended and expanded as BAGEP Summer Institutes explore new curriculum areas.

The BAGEP theme guides are best seen as "tools" which are adaptable to existing curricular concepts and frameworks. They are not intended to be curricula in themselves, nor are they complete units. Rather, they are guides for those who hope to improve existing curricular frameworks utilizing one of the six initial themes.

Again, our primary intention is to provide teachers with a wealth of resources helpful in teaching the six global themes. Comments on this theme guide should be directed to Dr. David L. Grossman, Director, Stanford Program on International and Cross-Cultural Education, Room 200, Lou Henry Hoover Building, Stanford University, Stanford, CA 94305; telephone (415) 497-1114. Any criticism and/or suggestions to improve future editions of this guide would be greatly appreciated.

RATIONALE

In an increasingly interdependent world, the children who will be adults in the 21st century will need an understanding of the human societies that populate the world, in order that they may learn to interact with them more effectively. Socially, politically, and economically, societies have become irreversibly interconnected. The very survival of the planet may, in fact, depend on our ability to work together in solving the problems of the modern era.

Since culture is at the heart of all societies, it is essential that citizens of the 21st century have the skills to understand the concept of culture, to analyze the components which make it up, and to interpret its meaning for them personally and for the world at large. Though no single, universally accepted definition of the word "culture" exists, there is general agreement that it refers to the whole pattern of behavior that is shared by a group (sometimes defined by national borders, but more often by a shared geographical or historical experience). It consists of learned ways of thinking and acting, common to a people, which distinguish them from other people. The products of culture such as clothing, art works, and social institutions, reflect the operating values of that culture.

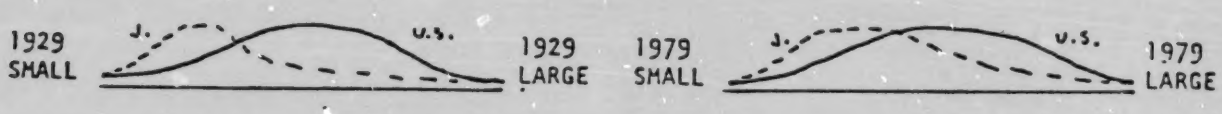
Comparing Cultures

As we examine and compare cultures, we begin to see not only that each culture is unique, but also that certain cultural universals exist which are common to all, such as the work of attending to the physical needs of food, clothing, and shelter, and the aspiration for emotional and spiritual self-expression and interaction. Likewise, we start to realize that although cultures have an extraordinarily powerful ability to endure and resist change, they are also systems which share, adapt, and change in response to the ways in which the surrounding and evolving world impinges upon them.

Finally, we begin to find that the individuals and subgroups within each culture vary in the degree to which they reflect the characteristics of the more general society. Thus, a study of culture can help the student grow in self-knowledge, awareness of the individuality of others, appreciation of the diversity in the world today, and tolerance for the ambiguities and complexities of the human experience.

SUGGESTIONS FOR USE

One tool which has proven useful in making such cross-cultural comparisons is the continuum idea developed by Elgin Heinz, a noted social studies educator and consultant, previously with the San Francisco Unified School District. A continuum can be constructed to represent any aspect of a culture. To dramatize the use of a continuum, two examples have been provided: for the relative body size of Japanese and Americans in 1929, and in 1979.



Such a picture reveals: (1) the same continuum may be applied to any culture, although variability within that range may differ; (2) although certain differences between cultures may continue to exist, change does occur; and (3) individuals within a given culture do vary. In addition, this technique helps prevent polarized thinking and stereotyped generalizations.

THE WORLD CULTURES MODEL

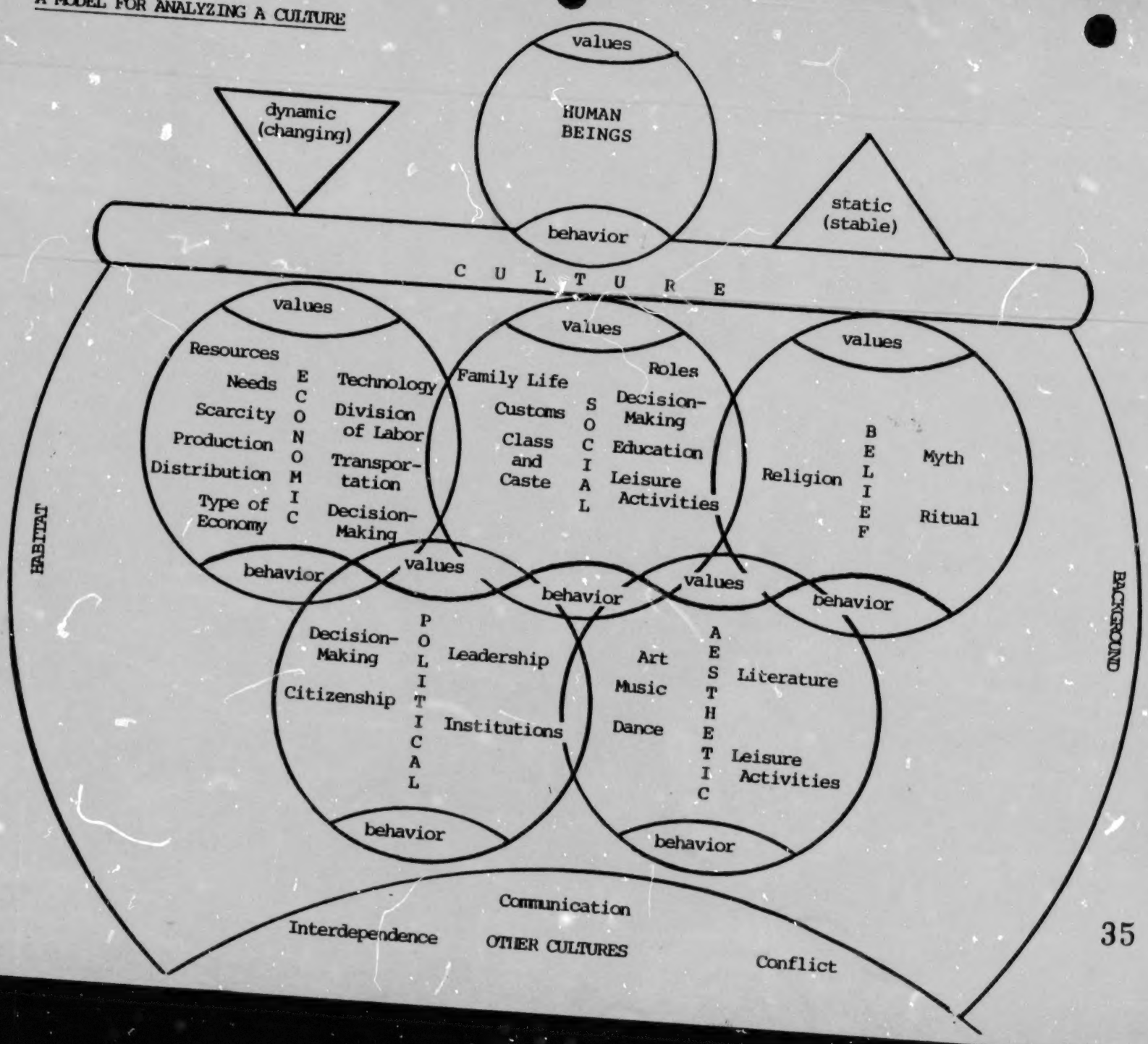
Although the way in which the teacher chooses to address these issues should vary with the age, needs, and interests of the students, we believe that it is also important to have a consistent structure which can be used as a guide in the preparation of lessons and in the selection of instructional materials. On page 8 is a world cultures model which can provide such a framework. The model is not a flowchart, and it is not an outline of content to be "covered". The instructor is not expected to start instruction at any one place on the model or to conclude at any specified point. However, the model does provide a general picture of the important issues and concepts that should be included in any cultural study (in order that none be overlooked): change vs. stability, interdependence, communication, and conflict. It seeks to bring the study of geography and history into the curriculum in a meaningful way — as they are needed to understand how and why a certain culture has developed as it has. Finally, it suggests that study can be focused upon five universal, interlocking components — economic, social, beliefs, political, and aesthetic — particularly as they are manifested in human behavior and cultural values.

To be more specific, a teacher may choose to study one culture in depth — Japan, for example. In this case each one of the thematic "bubbles" would be included in the study through a variety of activities that would, when possible, consider the general issues of change vs. stability, interdependence, communication, and conflict, as they apply to the five themes, with historical and geographic studies being brought in as necessary. Or, a teacher may wish to select one of the cultural universals — economics, for example — and use it as the basis for a comparative study of several different cultures, again focusing upon the general background issues as much as possible.

These are only two examples of how this flexible model may be adapted to the needs of each teacher and each class. Whatever format is used, it is always important to have this clear structure and specific goals in mind and to make sure that all lessons are relevant and applicable. Otherwise there is the danger of merely teaching a series of entertaining, but unrelated activities which do not advance the students' understanding of any fundamental cultural issues.

For instance, the unit could begin with an introductory activity which would set the stage and clarify the goals for the rest of the program. One particularly good example of this is the Attitude Index provided in the SAMPLE LESSONS section at the back of the guide (6.3.4, p. 75-77). With certain adaptations this could be very useful as a pre/post activity for all grade levels. Also, a culminating activity which clarifies the issues and summarizes the content is important. The intermediary lessons should be planned to build upon each other both in terms of expanding cultural ideas and developing skills.

A MODEL FOR ANALYZING A CULTURE



WORLD CULTURES GOALS

To facilitate this process, this World Cultures Theme Guide specifies six major goals (the order of the goals is intentional, but not mandatory):

(1) To begin to understand that cultures are complex and are made up of many components (values, behavior, habitat, aesthetics, etc.).

(2) To recognize the part geographic setting and history play in shaping a culture.

(3) To understand that change is natural and ongoing and that people are affected in different ways because of their value systems.

(4) To understand the interdependence of people, groups, and nations.

(5) To develop an awareness of how perspectives differ among individuals and between groups.

(6) To recognize the importance of individual and cultural differences within the context of certain cultural universals.

FORMAT

The matrices which follow offer some SAMPLE ACTIVITIES and RESOURCES for teaching each of the six world cultures goals. It is important to note that:

1. Some SAMPLE ACTIVITIES can reinforce more than one goal. We have placed each where it seemed to be most applicable.

2. The SAMPLE ACTIVITIES are separated by grade level: K-3; 4-6; 7-8; 9-12. Teachers may find some materials listed at one level adaptable to a different level.

3. Where suitable, we have indicated which SAMPLE ACTIVITIES might be particularly useful as an Introductory or Culminating activity.

4. The SAMPLE ACTIVITIES are coded for easy reference with three numbers (e.g. 1.1.1). The first digit refers to the Goal (1-6); the second digit refers to the grade level (K-3 = 1; 4-6 = 2; 7-8 = 3; 9-12 = 4); the third digit refers to the individual activity. For example, 1.1.1 means that this SAMPLE is for Goal #1, for grades K-3 (level 1), and is the first activity in that section.

5. SKILLS have been identified for each activity but form only a partial list. In addition, SKILLS are cross-referenced in a comprehensive list on p. 11. Teachers should make certain that the students possess the necessary prerequisite skills for carrying out each activity.

6. Each RESOURCE listing includes the author and/or the publisher. At least one source for obtaining the materials appears in parentheses. Most of the items cited are available from one of the four main resource banks below:

Center for Teaching International Relations (CTIR)
University of Denver
Denver, Colorado
(303) 753-3106, 2426

Global Perspectives in Education, Inc. (GPE) or GPE (West Coast Office)
218 East 18th Street — P.O. Box 9976
New York, New York 10003 — Mills College
(212) 475-0850 (main number) — Oakland, CA 94613
(212) 228-3860 (orders only) — (415) 430-9976, 9977

Stanford Program on International and Cross-Cultural Education (SPICE)
Lou Henry Hoover Building, Room 200
Stanford University
Stanford, California 94305
(415) 497-1114

World Affairs Council (WAC) Schools Program
312 Sutter Street
San Francisco, California 94108
(415) 982-3263 (schools program), 982-2541 (main number)

7. The numbers which follow certain RESOURCE listings -- for example, PS #24 -- refer to lesson codings used by the resource banks and should be referred to when requesting the materials.

8. After each RESOURCE, we have indicated in parentheses whether the activity can be accomplished in a single lesson (Lesson) or whether a more extensive unit will be required (Unit).

9. Following the matrices are the complete materials for twelve of the SAMPLE ACTIVITIES. These should serve to provide the teacher with a more specific idea of the kinds of lessons that are available. The RESOURCE column indicates which sample lessons have been included by the word SAMPLE at the end of the listing.

10. The RESOURCE column offers samples of the kinds of resources currently available for teaching world cultures. A list of SPICE units appears in Supplemental Resources at the end of the guide. New materials are being developed all the time by the aforementioned resource banks and individual teachers. We encourage you to update this list frequently.

11. Remember that these are SAMPLE ACTIVITIES only. The guide is not meant to be used as a completed world cultures unit. Teachers may either design their own curriculum or integrate certain activities into an already existing program.

WORLD CULTURES SKILLS LIST

(Adapted from California Social Studies Framework)

Accepting diversity
Accepting responsibility
Analyzing * 1.1.1; 1.4.4; 2.4.2; 3.1.3; 3.3.2; 3.3.4; 3.4.3; 4.2.3; 4.4.2; 4.4.4; 5.2.2; 5.3.2; 5.4.2; 6.2.3; 6.3.3; 6.3.4; 6.4.1; 6.4.2; 6.4.4
Analyzing relationships 6.1.4
Appraising 5.3.2
Art 1.1.1; 1.2.1; 1.2.2; 1.2.3; 2.1.2; 3.2.3; 4.1.3; 4.1.4; 6.1.2; 6.2.1; 6.4.1
Art appreciation 5.4.1
Artistic expression
Asking questions
Balancing
Attitude identification 5.4.1
Balancing facts/feelings
Brainstorming 1.4.5; 2.3.2; 5.2.4; 5.3.3; 5.4.3
Building evidence
Categorizing 1.3.3; 3.2.1; 4.1.3; 4.2.1; 5.3.1
Classifying
Clustering 4.1.3
Comparing 1.1.4; 1.4.3; 1.4.5; 2.1.1; 2.2.2; 2.4.2; 3.1.1; 3.2.1; 3.3.1; 3.3.2; 3.3.3; 3.4.1; 4.2.3; 4.3.1; 5.4.2; 6.1.1; 6.1.3; 6.2.3; 6.2.4; 6.3.1; 6.3.3; 6.3.4; 6.4.2; 6.4.4
Compiling/organizing/evaluating information
Communication 5.1.1; 5.1.2; 6.1.3
Contrasting 1.1.4; 1.4.5; 2.1.1; 6.1.3; 6.4.4
Cooperating with others 4.1.1; 4.4.3
Cooperative learning
Cross-cultural comparison 2.3.4; 5.3.4
Dancing 1.1.2
Data collecting 1.1.1; 2.3.2; 2.4.2; 3.2.3; 3.3.3; 4.1.3; 4.3.2; 4.3.4; 4.4.1; 5.3.3; 6.2.2; 6.4.4
Debating 6.4.3
Decision-making
Demonstrating respect
Detecting biases 4.4.4; 5.3.3
Developing concentration
Developing patience
Diagramming
Discussion 1.1.1; 1.2.2; 1.4.2; 1.4.3; 2.4.1; 3.1.3; 3.3.2; 3.3.3; 3.4.2; 3.4.3; 3.4.4; 4.1.1; 4.1.3; 4.1.4; 4.2.3; 4.3.2; 5.2.2; 5.2.4; 6.2.1; 6.4.1; 6.4.3
Drama
Drawing 3.1.3
Drawing conclusions 2.4.1; 3.3.4; 4.1.2; 5.1.3; 6.1.2; 6.3.1; 6.3.2
Examining own feelings/values/capabilities
Extracting information
Evaluating 1.4.2; 4.4.4; 6.3.2; 6.4.1
Following directions 1.2.4; 1.2.5; 4.1.2
Forming generalizations 1.1.4; 5.4.4
Formulating
Giving/receiving constructive criticism
Graphing 1.3.4; 3.4.1; 4.3.4; 4.4.4; 6.4.3
Group dynamics 3.4.2
Group presentation
Group skills 4.3.3; 5.3.1; 5.3.3
Grouping 4.1.2
Handwriting 2.1.2
Hypothesizing 2.3.3; 2.4.3; 5.3.4 6.2.4
Identifying 1.4.1; 1.4.4; 2.3.4; 3.1.1; 3.4.4; 4.1.2; 5.3.1; 5.4.2; 6.1.4
Illustrating 1.1.4
Inferring 2.2.1; 4.3.1
Interpreting 2.3.4; 2.4.1; 2.4.3; 4.2.1; 5.1.1
Interpreting information
Interviewing 3.2.2; 5.2.4; 6.1.3
Justifying 5.3.2
Listening 1.1.2; 1.2.3; 1.3.1; 3.1.2; 3.3.1; 3.4.1; 4.1.4; 5.2.4
Listing 6.1.2
Literary analysis
Locating information
Making choices 5.1.2; 5.3.4.
Making informed judgements
Making value judgements
Map drawing

* The numbers following certain items refer to SAMPLE ACTIVITIES within the matrices which use these skills; e.g., 1.1.1 refers to Goal #1, Level 1, Activity 1.

Map skills 1.2.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 2.3.1; 2.3.2; 2.4.1; 2.4.2; 2.4.3; 3.2.2; 4.1.1; 4.2.1; 4.3.1; 4.4.2; 4.4.4; 5.3.2; 6.2.1; 6.3.3
Mapping 1.3.4; 2.1.1; 2.3.3
Math 1.1.3; 1.3.2; 2.2.3; 4.1.4; 4.2.3
Measuring 1.1.3; 1.3.2; 2.2.4
Memorizing
Movement 1.1.2; 1.2.4; 1.2.5
Music appreciation
Nature appreciation
Non-verbal language 5.1.1; 6.2.2
Observing 1.3.1; 1.3.2; 2.1.1; 3.1.1; 3.1.3; 3.2.3; 3.3.1; 5.1.3; 6.1.1; 6.2.2; 6.2.4; 6.3.1
Observing critically 5.4.1
Oral language 1.2.3; 3.1.2; 3.2.3; 3.4.1; 6.1.1; 6.3.1
Oral presentation 3.4.2
Outlining
Perception 5.2.3
Photo analyzing 2.2.2; 5.4.3
Priorities-establishing
Problem solving 4.2.2; 4.3.3; 4.4.3
Pronouncing 1.3.3
Questioning
Reading 1.2.2; 1.4.1; 1.4.2; 1.4.3; 1.4.4; 2.1.2; 2.2.3; 2.4.1; 3.2.2; 3.3.3; 3.3.4; 3.4.1; 3.4.3; 3.4.4; 4.1.4; 4.2.1; 4.3.1; 5.2.2; 5.4.1; 5.4.2; 5.4.3; 6.2.3; 6.4.1; 6.4.2; 6.4.4
Reasoning 1.1.3; 5.2.1
Recalling 1.4.1
Relationships 1.3.2
Reporting 5.3.3
Researching 1.4.4; 2.3.2; 3.2.1; 3.2.2; 3.4.2; 3.4.3; 4.2.2; 5.4.3; 6.3.3; 6.4.3
Rewriting
Role-playing 1.3.4; 3.1.2; 6.2.1
Scanning
Science 5.1.3
Selecting 4.2.1
Sequencing
Sharing 4.1.1; 6.1.3
Singing
Solution finding
Sorting 4.1.1
Summarizing 2.2.1
Synthesizing 3.4.4
Tallying 4.1.2
Testing generalizations 1.4.5
Thinking
Thinking-alternative
Thinking-critical 4.4.4; 5.2.1; 5.4.4
Thinking-deductive
Thinking-imaginative
Thinking-inductive
Understanding multiple perspectives 5.4.4
Visual literacy 1.3.4; 2.3.4; 4.3.4; 5.4.4
Visual perception 1.1.3; 2.4.3; 5.1.2
Vocabulary building
Webbing 5.2.4
Writing 2.2.1; 2.3.2; 2.4.1; 3.4.2; 4.1.4; 5.2.3; 5.2.4; 5.4.2; 6.2.3
Writing-creative
Writing-critical
Writing-illustrative
Writing-poetry

* The numbers following certain items refer to SAMPLE ACTIVITIES within the matrices which use these skills; e.g., 1.1.1 refers to Goal #1, Level 1, Activity 1.

REFERENCE LIST OF ACTIVITIES BY CULTURE AREA

China

Grade Level	Activity Number
K-3	1.1.3; 2.1.2; 5.1.2
4-6	1.2.5; 2.2.3
7-8	1.3.1; 6.3.1
9-12	1.4.4; 2.4.3; 4.4.3; 6.4.4

Japan

Grade Level	Activity Number
K-3	1.1.2
4-6	1.2.4; 6.2.4
7-8	2.3.4; 3.3.1; 3.3.4; 4.3.4; 6.3.1
9-12	1.4.3; 5.4.1

Africa

Grade Level	Activity Number
K-3	
4-6	1.2.1; 2.2.4
7-8	1.3.2; 1.3.3; 2.3.1; 3.3.3
9-12	1.4.2; 2.4.1; 6.4.2

Latin America

Grade Level	Activity Number
K-3	1.1.4; 2.1.1;
4-6	1.2.2; 6.2.1
7-8	1.3.4; 2.3.3; 5.3.3
9-12	1.4.5; 3.4.2; 4.4.4; 5.4.4; 6.4.4

Indonesia/Singapore

Grade Level	Activity Number
K-3	
4-6	
7-8	2.3.2; 4.3.1
9-12	2.4.2

GOAL: #1 To begin to understand that cultures are complex and are made up of many components (values, behavior, habitat, aesthetics, etc.)

LEVEL: K-3

ACTIVITIES	SKILLS	RESOURCES
1.1.1 Students are asked to bring in examples of signs and symbols or motifs from their local community. Examples can be drawings or the "real thing." Discuss the messages each portrays. Create posters. Further ideas are suggested for follow-up activities. (also 4-12)	data collecting analyzing art discussion	"Pluralistic posters" (lesson) by Edith King from Exploring Communication (GPE) (WAC)
1.1.2 Students learn a traditional Japanese folk dance that is performed during Obon. This dance, called Tanko Bushi or the Coal Miners' Dance, is from Kyushu. Directions and a tape are provided. Other dances are included. (also 4-6)	dancing movement listening	"Tanko Bushi" tape and directions (lesson) (SPICE/Japan)
1.1.3 Children construct a Chinese Lunar Calendar and use it to keep track of time, read fortunes, and play a game of logic. (also 4-6)	math measuring visual perception reasoning	"Chinese lunar calendar and animals" (lesson) by Barbara Schubert and Marlene Bird from Chinese, Reflections and Images. (WAC)
1.1.4 Students draw pictures and write about their ancestors, family, school, and country. They then compare and contrast these with the original art and writing of Mexican children, ages 4-14, as published in Mexico Visto Por Sus Ninos (National Foundation for the Improvement of Education, NFIE, 1979).	illustrating comparing contrasting forming generalizations	"Mexico Por Sus Ninos" (NFIE, 1979) (SPICE) (WAC); "El Mundo por Sus Ninos," by Barbara Schubert, Campbell Union School District (WAC)

GOAL: #1 To begin to understand that cultures are complex and are made up of many components (values, behavior, habitat, aesthetics, etc.).

LEVEL: 4-6

ACTIVITIES	SKILLS	RESOURCES
1.2.1 The student is introduced to one type of African textile printing and hand stamping. Using the maps provided, the class learns where the Asante live. Teacher background material tells about the cloth and the designs. Full directions are given for making the cloth in the classroom. Design samples are included.	map skills art	Adinkra Cloth (unit) by SPICE/Africa (WAC)
1.2.2 Students read and discuss two information sheets on masks. They construct three-dimensional masks of their own. Other follow-up activities are suggested, including writing, dance, and bulletin board display.	reading discussion art	"Mascaras: a teacher's workbook" (lesson) by Bea Carrillo Hocker, The Mexican Museum, San Francisco (SPICE/Latin America)
1.2.3 Class is introduced to the fiction of various countries through folktales. After hearing the tales, the children draw pictures and discuss what they drew and why. After several days of this, the students are given a written folktale to read and discuss. The teacher can then proceed to short stories, novels, etc. (also 7-12)	listening art oral language	"Introducing the fiction of other countries through folktales - grades 5-12" (lesson) by Roberta Gleeson, San Ramon Valley Unified School District (WAC) SAMPLE
1.2.4 Simple stretches and warm-up exercises Japanese children and adults do in the morning and during breaks in the day. The lesson is complete with a manual and cassette tape. (also K-3, 7-8, 9-12)	following directions movement	Radio Exercises (unit) (SPICE/Japan) (WAC)
1.2.5 Simple warm-up exercises performed by many people in China to start the day. Good for breaks during the school day. (also K-3, 7-12)	movement following directions	Chinese Exercises (SPICE/China) (WAC)

GOAL: #1 To begin to understand that cultures are complex and are made up of many components (values, behavior, habitat, aesthetics, etc.).

LEVEL: 7-8

ACTIVITIES	SKILLS	RESOURCES
1.3.1 Students will begin to see the complexity of life and the interplay of traditional and contemporary China through a series of slides, activities, discussion questions, and other information that centers around a real family in Guangdong Province. (also 4-6 and 9-12)	listening observing	Contemporary Family Life in Rural China (unit) (SPICE/China) (WAC)
1.3.2 Through slides, students begin to understand the relationship of art, religion, and mathematics. Background material for the teacher as well as slides, transparencies, and dittos are included. (also 4-5 and 9-12)	observing measuring math relationships	The Mathematics of Islamic Art (unit) Metropolitan Museum of Art (WAC)
1.3.3 Students read or have explained to them the procedures for naming followed by the Akan of Ghana. Several activities for having students rename themselves based upon Akan practices are suggested. (also 9-12)	categorizing pronouncing	"African names: the case of the Akan of Ghana" (lesson) African Studies Program, Curriculum Materials for Teachers, University of Illinois (WAC)
1.3.4 Students explore the changing nature of urban culture by comparing and contrasting slides of housing, nutrition, education, transportation, and recreation. Aspects of culture which create national unity include family life, religion, art, literature, foods and sports. A recipe for cocadas, coconut candy, and ideas on creating a classroom carnival are culminating activities. (also 9-12)	mapping graphing role-playing visual literacy	Contrasting Urban Lifestyles in Brazil (unit) (SPICE/Latin America) (WAC)

GOAL: #1 To begin to understand that cultures are complex and are made up of many components (values, behavior, habitat, aesthetics, etc.).

LEVEL: 9-12

ACTIVITIES	SKILLS	RESOURCES
1.4.1 Students will look at the three monotheistic religions of the Middle East through a variety of materials. A pre-test, slides, symbol cards, and background materials are included in the packet. The slides can be used in a number of ways, as described. (also 7-8)	recalling identifying reading	Monotheistic Religions of the Middle East (unit) Center for Middle Eastern Studies, U.C. Berkeley (WAC)
1.4.2 Students read about three traditions of education in Africa. Suggestions for classroom discussion are provided.	reading discussion evaluating	"Education in Africa" (lesson) African Studies Program, Curriculum Materials for Teachers, University of Illinois (WAC) SAMPLE
1.4.3 Students are presented with the role and images of the Japanese woman through readings and questions. Class discussions may lead to comparison with women in the U.S. and other countries.	reading comparing discussion	Their Place in the Sun: Images of Japanese Women (unit) (SPICE/ Japan) (WAC); "Japan's women wage a quiet revolution," (article) (WAC) JP #24
1.4.4 Students listen to and discuss three folktales concerning the origin of things in China. Several interdisciplinary activities are suggested for extending the ideas about the human condition they have discussed.	identifying reading analyzing researching	"How things came to be" (lesson or unit) (WAC) Ch. #1
1.4.5 Students brainstorm preconceived notions of what Latin American art is. They test these notions with visual literacy activities on six key aesthetic themes found in contemporary Latin American art, as well as contemporary art around the world.	brainstorming testing generalizations comparing contrasting	Latin American Visual Art Today (unit) (SPICE/Latin America) (WAC)

GOAL: #2 To recognize the part geographic setting and history play in shaping a culture.

LEVEL: K-3

ACTIVITIES	SKILLS	RESOURCES
2.1.1 Class plots on a map the location of their homes and important neighborhood places. After viewing slides of "Juan's" neighborhood in Guatemala, students discuss how Juan's neighborhood is similar to and different from their own. (Introductory)	mapping observing comparing contrasting	"Donde vives?/Where do you live?" (lesson) by Bob Drake, Salinas High School District (WAC); Rio Blanco: Land Use in a Highland Guatemalan Village (unit) (SPICE/Latin America) (WAC)
2.1.2 Students engage in several activities on many aspects of Chinese culture. Included are mapping activities where the students locate important places on a map of China and a story on the history of the silkworm with an accompanying art project. Other lessons include calligraphy, Chinese New Year and Chinese cooking.	map skills art handwriting reading	"Peeking into China" (unit) by Penny Rix, San Ramon USD (WAC)

GOAL: #2 To recognize the part geographic setting and history play in shaping a culture.

LEVEL: 4-6

ACTIVITIES	SKILLS	RESOURCES
2.2.1 Students read a play about Magellan and follow the route he used. The class begins to understand that people from diverse cultures sought trade routes and, in doing so, left their legacies to the New World. Written assignments follow.	map skills writing inferring summarizing	"West to the Indies" (lesson) by Doris Brown, San Mateo City School District (WAC)
2.2.2 Students study and compare different maps of the world paying particular attention to the differing world views they may represent. Then the class studies the geographic features of its community and compares it with similar geographic regions of the world, discussing the implications of similarities and differences. Follow-up activities are suggested. (also 7-8)	map skills comparing photo analyzing	"World/Community geographic settings" (lesson or unit) by Marsha Speck (WAC) SAMPLE
2.2.3 Through use of maps and reading a Chinese folktale, students learn the names and locations of several major Chinese cities and geographical features. The traditional examination system is presented and several follow-up activities are suggested. Note that several Japanese stories are also included.	map skills math reading	"The grateful snake" (lesson) from The Rabbit in the Moon: Folktales from China and Japan (unit) (SPICE/China and Japan) (WAC)
2.2.4 Students make cookies in the shape of Africa (supplementary activities suggest making cookies of California and the U.S. also for purposes of comparison). While cookies are baking, the class studies (or reviews) a map of Africa focusing upon desired information, e.g., the location of specific countries or geographical regions. Using tubes of frosting, raisins, nuts, etc. they fill in the map cookies appropriately. (also K-3) (Introductory or Culminating)	map skills measuring	"Eating your way through Africa" (lesson) by Barbara Schubert, Campbell Union School District (WAC)

GOAL: #2 To recognize the part that geographic setting and history play in shaping a culture.

LEVEL: 7-8

ACTIVITIES	SKILLS	RESOURCES
2.3.1 Students are provided with a sheet listing job openings in the International Communications Agency for 1979-80. They are to locate on a map of Africa the country given for each post.	map skills	"Job openings" (lesson) (WAC) Af #15
2.3.2 Through a series of lessons including mapwork, brainstorming, research and essay writing, students increase their understanding of the elements involved in the development of a nation. Singapore, Indonesia, and the U.S. are used as the basis for comparison, although other countries can be substituted. (also 9-12)	map skills brainstorming researching writing data collecting	What Does it Take to Make a Nation? (unit) by Nancy Van Ravenswaay, Reed Union Elementary District; Jean Mundell and Carolyn Long, Palo Alto Unified School District (BAGEP/Singapore-Indonesia Curriculum Project) (WAC) GS #86
2.3.3 Students fill in a skeletal land use map of a Guatemalan village as they view a series of slides. As they proceed, students discuss questions concerning the physical aspects of the rural village (homes, markets, gardens, schools, churches, clinics, and sports fields). (also 4-6 and 9-12) (Introductory)	mapping hypothesizing	Rio Blanco: Land Use in a Highland Guatemalan Village (unit) (SPICE/Latin America) (WAC)
2.3.4 Students learn principles of location geography through an exploration of Japanese castles and the towns that grew up around them by using an inquiry-based slide show. Feudalism and its class structure are also explored. A maze activity regarding life in a castle town completes the unit. (also 9-12)	cross-cultural comparison identifying interpreting visual literacy	Castle Towns: An Introduction to Tokugawa Japan (unit) (SPICE/Japan) (WAC)

GOAL: #2 To recognize the part geographic setting and history play in shaping a culture.

LEVEL: 9-12

ACTIVITIES	SKILLS	RESOURCES
2.4.1 Students study colonialism in Africa through a series of readings, discussion questions, and activities. Primary sources help students gain a better understanding of both points of view.	reading discussion drawing conclusions interpreting map skills writing	"Encounter in Africa: how a major historical event helped shape today's world" (lesson) Intercom #86 (WAC)
2.4.2 Students are helped to see the importance that natural and human resources, environment, and income as an economic indicator of quality of life have in a country. First they rank countries by population, size, and per capita income. Students begin to hypothesize about Indonesia after gathering data. In the next six days, students work with maps covering the environment, major cities, SEA countries, products, and land use. Class discussion follows.	map skills data collecting comparing analyzing	Introducing Southeast Asia and Indonesia (unit) by Stan Vukovich, Oakland Unified School District (BAGEP/ Singapore-Indonesia Curriculum Project) (WAC)
2.4.3 Students study a map of China looking for information that will say something about how China looks and why. Using a list of translations of familiar Chinese words, students translate as many place names from the map as they can. In groups or as a class, students discuss their findings and the significance of the origin of names for places within China. (also 4-6 and 7-8)	map skills interpreting hypothesizing visual perception	"What's in a name?" (lesson) by John Benegar, et al, Changing Images of China: Grades 5-12, CTIR (WAC) SAMPLE

GOAL: #3 To understand that change is natural and ongoing and that people are affected in different ways because of their value systems.

LEVEL: K-3

ACTIVITIES	SKILLS	RESOURCES
3.1.1 Students participate in a two-part activity that helps them recognize that everyone experiences change. In the first part, the teacher shares pictures of his/her growing up and discusses changes in physical appearance, abilities, and feelings. In the second activity, the children share their pictures and changes. Other ideas are suggested and a supplementary list of reading material on growing up is included. (Introductory)	comparing identifying observing	"We all grow up" (lesson) (WAC) PS #6
3.1.2 Through stories and role-playing, children can work through some difficult changes in the home and family. There are suggested stories to read about new members in a family, with questions to follow.	role-playing listening oral language	"Family changes" (lesson) (WAC) PS #12
3.1.3 Students observe an area of the school ground where plant life is not doing well and try to determine the reasons for this. Follow-up activities include making drawings of their findings, making a chalkboard list of ways to improve the school environment, and doing similar individual or group observations of other areas. A second set of activities deals with exploration of the wider neighborhood.	observing discussion drawing analyzing	"Changes in the environment" (lesson) by David C. King and Cathryn J. Long from Global Perspectives: A Humanistic Influence on the Curriculum Project (WAC) PS #16 SAMPLE

GOAL: #3 To understand that change is natural and ongoing and that people are affected in different ways because of their value systems.

LEVEL: 4-6

ACTIVITIES	SKILLS	RESOURCES
3.2.1 The students complete a chart that compares the life styles of the American Indian pre-20th century and today. Students need to do research in order to answer the questions. This chart could also be used for any culture.	researching categorizing comparing	"A comparison of early American Indians and Indians of America today" (lesson) Kids Stuff-Social Studies, by Imogene Forte and Joy McKensie, Incentive Publications, 1976 (WAC)
3.2.2 Students build a community scrapbook which includes: pictures of early buildings and areas; contrasting pictures, maps, etc.; newspaper articles that discuss change and conflict (freeways, industries, street lights, etc.); and stories obtained from student interviews of natives as to how the community has changed for better or worse.	researching interviewing map skills reading	"History, change, and your community" (lesson) Themes for Teaching U.S. History: Conflict and Change, GPE Humanities Series (WAC)
3.2.3 The class draws pictures showing what their community might have looked like 50 or 100 years ago. Then they draw pictures of what it looks like now and what came in between. Suggestions for further activities are: make a roller movie, discuss why certain things could not have happened, make a sound track for the movie.	art data collecting oral language observing	"How people have changed their earth" (lesson) Intercom #87 (WAC) PS #22

GOAL: #3 To understand that change is natural and ongoing and that people are affected in different ways because of their value systems.

LEVEL: 7-8

ACTIVITIES	SKILLS	RESOURCES
3.3.1 Students view a slide/tape presentation about the life of Baba, a 77-year-old Japanese woman. A series of questions accompanies the text and can be used as the basis for a discussion or as a written assignment. Further inquiry questions are added. This can be used as an introductory unit on the study of aging as well. (also 9-12)	observing comparing listening	"Baba," slide/tape (lesson) (WAC)
3.3.2 Students study the urban youth of India through a case study packet. Study cards, discussion questions, and activities all help the students analyze the effect that change has had on the youth of that country. (also 9-12)	analyzing discussion comparing	Jeans Generation (unit) Education Resources Center, New York University (WAC)
3.3.3 Students read about development in Malawi and answer questions. This can be used as a basis of comparison and contrast with the U.S. and other countries. (also 9-12)	reading comparing data collecting discussion	"Development for what?" (lesson) American Universities Field Staff (WAC) AF #21 SAMPLE
3.3.4 Students read a short story entitled "Age of Fools," which deals with the ways in which the values of modern Japanese youth differ from their World War II counterparts. Discussion questions are included. Contact The Japan Project/SPICE for a packet of readings in translation regarding the Japanese experience in World War II. (also 9-12)	reading drawing conclusions analyzing	"Age of fools," Social Education (May 1981) (short story/lesson) (WAC)

GOAL: #3 To understand that change is natural and ongoing and that people are affected in different ways because of their value systems.

LEVEL: 9-12

ACTIVITES	SKILLS	RESOURCES
3.4.1 Students read (or listen to taped version) of a case study about how change affects a village in India. Oral or written discussion questions follow. Other suggested activities are: compare/contrast with changes in their community; editorial cartooning; graphing lesson.	reading listening comparing oral language graphing	"What have they done to my village? — the Karabur case" (lesson) Intercom #87 (WAC)
3.4.2 Students are grouped (2-4) to research one of four tasks having to do with change (in the community, the state, the United States and Latin America). Each group will make a presentation to the class with follow-up discussion concerning change — what kinds, why, and effects. A written evaluation is done by students.	researching discussion writing group dynamics oral presentation	"Change — prove it" (lesson) Teaching about Diversity - Latin America, CTIR (WAC)
3.4.3 Through readings, class discussions, and research, students analyze the pros and cons of preindustrial work around the world. Class discussions will help students to identify the consequences of change in work situations. Further activities are identified.	reading discussion analyzing researching	Working People and the Impact of Industrialization (unit) Intercom #94/95 (WAC)
3.4.4 Students read two different views about the relationship between poverty and development. Class discussions focus upon the complex issues that arise from the two positions.	reading discussion identifying synthesizing	"Two views of development" (lesson) Intercom #102 (WAC)

GOAL: #4 To understand the interdependence of people, groups, and nations.

LEVEL: K-3

ACTIVITIES	SKILLS	RESOURCES
4.1.1 Students discuss bread in all its varieties. Cutting out pictures, sharing recipes from home, and discovering the origins of the breads are among the activities suggested. The class listens to The Little Red Hen and discusses cooperation and interdependence. Making bread as a class project finalizes the ideas presented. Other activities are suggested.	sharing sorting map skills discussion cooperating with others	"Baking bread with the little red hen" (lesson or unit) (WAC) PS #18
4.1.2 Students become aware of the various systems in their lives through this lesson. Examples are given (Little League, family, etc.) and the children are asked whether they are part of that system. Functions of the people in those systems are discussed. Further systems are suggested and discussed. Other activities are given. (Introductory)	identifying drawing conclusions tallying grouping following directions	"How many systems do I belong to right now?" (lesson or unit) (WAC)
4.1.3 The students discuss what items are essential to us, draw the items, cut them out, and paste them on a larger piece of paper. The next part of the discussion deals with what these items depend on in order to exist. These sources are drawn around the essentials. Students are then asked about sources of these sources. A similar mural can be done for less industrialized countries or the U.S. in earlier times. Suggested questions are given.	discussion art categorizing data collecting clustering	"Masking murals" (lesson) from Interdependence K-3 Guide Reference People and Communities (WAC) PS #25
4.1.4 Students learn about interdependence through a study of the neighborhood and the people who serve it, in this case the garbage man and the mailman. Exercises include discussions, field trips, art, letter writing, math, etc.	listening discussion writing math art reading	"Dear garbage man" (lesson) by Alexis Aquino (WAC) PS #23; "The mail carrier" (lesson) (WAC) PS #15

GOAL: #4 To understand the interdependence of people, groups, and nations.

LEVEL: 4-6

ACTIVITIES	SKILLS	RESOURCES
4.2.1 Students are introduced to the interdependence of nations through the newspaper. With a large world map and a few news articles, the teacher leads a class discussion showing how one nation's news affects another's. The follow-up activity is a mobile of news centered on a country or area of the world. This can be an ongoing project if preferred. (also 7-8)	interpreting reading map skills selecting categorizing	"News hang-ups" (lesson) by Roberta Gleeson, San Ramon Valley Unified School District (WAC)
4.2.2 Interdependence sometimes comes in small packages, such as the simple chocolate bar. Using this candy as a starting point, the students will discover how a breakdown in one part of the system can affect the whole. Students will research the various places and economies involved in the manufacture of the bars. (Introductory or Culminating)	researching problem solving	"A simple chocolate bar" (lesson) by David C. King and Cathryn J. Long, Global Perspectives: A Humanistic Influence on the Curriculum Project (WAC) SAMPLE
4.2.3 Gasoline is the central issue of this activity. Students discuss gas prices, including factors contributing to higher prices both here and abroad. Students match car data cards and countries on the map. Follow-up exercises include comparing prices and discussing world driving habits and per capita use of gasoline and autos. Comparisons can also be done for bus/subway systems.	math analyzing comparing discussion	"How far can you go on a gallon?" (lesson), Global Issues for the Intermediate Classrooms, Grades 5-8, CTIR (WAC)

GOAL: #4 To understand the interdependence of people, groups, and nations.

LEVEL: 7-8

ACTIVITIES	SKILLS	RESOURCES
4.3.1 Students are given a set of materials which have explanations and examples of ten different languages of Southeast Asia. Through reading and answering questions either orally or in writing; students begin to see the interconnections of the various cultures. Linkages can be drawn on the basis of geography, trade, art, and language. (also 9-12)	reading map skills comparing inferring	"Language and other linkages: Southeast Asia in the world" (lesson) (WAC) SEA #2
4.3.2 Students are put into groups of 3-4, and given a copy of the worksheet. On the left side of the paper is a listing of international companies; on the right side the students are to list the headquarters. The correct answers are discussed. Further activities include discussion of multinational corporations, communication problems, and student awareness of international products they use. (also 9-12)	data collecting discussion	"Spanning the globe" (lesson) Teaching about Diversity: Latin America, CTIR (WAC)
4.3.3 The class participates in a game which helps students discover the qualities of a system and the implications of interdependence. The game involves grouping the class, assigning roles, and constructing flashlights. A debriefing should follow. (Introductory)	problem solving group skills	"Living in a global age" (lesson) by GPE/SPICE (WAC)
4.3.4 The class watches the film "Japan, An Interdependent Nation" after completing pre-viewing activities. Post-film activities included in the accompanying teacher's manual involve data collection, graph interpretation, and a comprehension exercise. The film is available from The Japan Project/SPICE. (also 9-12)	data collecting graphing visual literacy	Japan, An Interdependent Nation (unit) (SPICE/Japan) (WAC)

GOAL: #4 To understand the interdependence of people, groups, and nations.

LEVEL: 9-12

ACTIVITIES	SKILLS	RESOURCES
4.4.1 Students participate in a five-minute game which can be a kick-off to the study of interdependence and multi-nationalism. Each student seeks out five people who have connections to another part of the world, e.g., relative living there, car made there, traveled to the area, etc. (also 7-8) (Introductory)	data collecting	"Connections" (lesson) (WAC) CC #3
4.4.2 Students locate their city on a world outline map. Then, using a list of questions about their relationships to other countries, they answer the questions and fill in the connections on their maps. Discussion questions and follow-up activities are included. (Introductory)	analyzing map skills	"Mapping the global linkages" (lesson) CTIR (WAC)
4.4.3 The class is divided into groups of five, with the remaining students serving as observers. Each group is given a set of envelopes which contains the makings for five complete squares. The object of the game is to form the five squares, following the three rules. A debriefing session is necessary. Patterns are included. (also K-3, 4-6, 7-8) (Introductory)	problem solving cooperating with others discussion	"Broken squares game" (SPICE/China) (WAC) Ch #44
4.4.4 Students participate in six slide/inquiry lessons about historical, social, and economic conditions in rural and urban El Salvador. Critical analysis of U.S. media coverage of current events is an integral component of the unit. A variety of activities which incorporate reading and writing, mapping and graphing, and critical thinking is included.	analyzing detecting biases evaluating map skills graphing thinking-critical	Scarcity and Survival in El Salvador (unit) (SPICE Latin America) (WAC)

GOAL: #5 To develop an awareness of how perspectives differ among individuals and between groups.

LEVEL: K-3

ACTIVITIES	SKILLS	RESOURCES
5.1.1 The students listen to the teacher read Frances Face Maker. A discussion of feelings and communication follows. Follow-up activities include mask-making, charades, wordless messages, and plays. A bibliography is included.	communication interpreting non-verbal language	Body talk (lesson) Feelings and Friends, CPE Humanities Series (WAC)
5.1.2 Using a series of pictures, the students write down or tell the teacher the country or place where the person in the drawing is from. The various choices are put on the board and discussed. The class is informed that all the people are from China. An evaluation session helps the students to realize that: all Chinese do not look alike; diversity is great among the Chinese; and stereotyping is misleading and inaccurate. (also 4-12) (Introductory)	visual perception communication making choices	"Faces" (lesson) Teaching about Cultural Awareness, CTIR (WAC)
5.1.3 In this lesson, using the human senses, students are helped to understand how misperceptions can occur. The first experiment uses a glass of water and a pencil and finger. What they see is not what is actually happening. Another experiment is done with mirrors to show the reversal of objects. Another one is "the grab bag." The children reach into the bag and, by touch only, describe the object. Further ideas are presented, including the use of folktales. (Introductory)	observing science drawing conclusions	"Fooling our senses" (lesson) (WAC) PS #5

GOAL: #5 To develop an awareness of how perspectives differ among individuals and between groups.

LEVEL: 4-6

ACTIVITIES	SKILLS	RESOURCES
5.2.1 In this extended lesson centering on ethnocentrism, students are taken through a series of statements and questions and finally a discussion about objectivity. After a debriefing session, students can play the game, "The sounds of ethnocentricity." (also 7-8)	reasoning thinking-critical	"The sounds of ethnocentricity" (lesson) Teaching Global Awareness: An Approach for Grades 1-6, CTIR (WAC)
5.2.2 The class reads and discusses three episodes involving misunderstanding and misperception.	analyzing reading discussion	"Communicating across cultures" (lesson) (WAC) PS #29-30
5.2.3 Students retell the story of the "Three Little Pigs" from the point of view of the wolf. (also K-3)	writing perception	"Another point of view" (lesson), New Directions in Creativity, Harper & Row, 1973 SAMPLE
5.2.4 In this lesson students use a variety of materials to help them understand and appreciate all people without prejudging. Using the webbing technique, students name ways to describe a person. Then, while listening to a song by Roger Whittaker, they brainstorm descriptions of what they think he might be like. A discussion about the unfairness of judging with little fact follows. Follow-up activities include reading People (Doubleday and Company, Inc., 1980) with further discussion and a writing assignment, as well as interviews.	webbing discussion listening writing interviewing brainstorming	"People" (lesson) by Mickey Korich, Oakland USD (WAC)

GOAL: #5 To develop an awareness of how perspectives differ among individuals and between groups.

LEVEL: 7-8

ACTIVITIES	SKILLS	RESOURCES
5.3.1 Students discuss the qualities of heroes and the different types there are. Pictures of world heroes are shown and students try to identify them, their country, and the reasons they are considered heroic. Small-group work follows; other activities are suggested.	categorizing identifying group skills	"Identifying world and U.S. heroes" (lesson) A Hero Ain't Nothing But a Great Big Sandwich, Teachers' Learning Center, Albuquerque (WAC)
5.3.2 In a word association game dealing with maps, students are asked to match up words with the part of the world they most associate with the term. Small groups are formed to discuss their results. A class discussion follows.	analyzing map skills appraising justifying	"Word and map associations" (lesson) (WAC) CC#17
5.3.3 The class brainstorms ideas as to how Latin Americans and Americans perceive each other. In small groups the students then discuss the multiple factors of image formation. Individual research is conducted on the sources of cultural images. Follow-up activities are suggested. (also 9-12)	brainstorming data collecting detecting biases reporting group skills	"How do others see us? The Latin American perspective" (lesson) by Ronda Calef, San Francisco University High School (WAC) SAMPLE
5.3.4 In this simulated cultural exchange exercise, students gain firsthand experience in the formulation of stereotypes and perceptions/misperceptions. Students are divided into two "cultures" and investigate each other's values, rules, and behaviors. (also 9-12)	making choices hypothesizing cross-cultural comparison	Heelotia: A Cross-Cultural Simulation Game (unit) (SPICE/ China) (WAC)

GOAL: #5 To develop an awareness of how perspectives differ among individuals and between groups.

LEVEL: 9-12

ACTIVITIES	SKILLS	RESOURCES
5.4.1 Students participate in a unit which includes a slide show of Japanese artists' impressions of foreigners from the 16th century through the 19th centuries, primary source readings regarding Westerners' impressions of the Japanese, and classroom activities which examine contemporary mutual images held by Japanese and Americans. (also 7-8)	reading observing critically attitude identification art appreciation	Japan Meets the West: A Case Study of Perceptions (unit) (SPICE/Japan) (CTIR; WAC)
5.4.2 Using a series of articles from the media, students begin to see that people have differing perceptions, beliefs, and attitudes about the world. Activities also help the student identify the sources of his/her own views. Students are asked to look for clarity, subtleties, opinions, and misinformation. Activities and readings are varied.	analyzing reading identifying comparing writing	"Communicating opinions and values" (lesson) Intercom #88 (WAC)
5.4.3 In this unit students are helped to see the industrial side of India which is often not seen as important. The components of this unit include a pre-test, brainstorming, activities, photo analysis, and case studies of industries and workers.	brainstorming photo analyzing reading researching	Industrial India: Factories and Workers (unit) State University of New York (WAC)
5.4.4 Students analyze two cultures through their art: sixteenth century Iberian (Spanish and Portuguese) culture and the pre-Hispanic cultures of Mexico. Based upon their perceptions about the two cultures, students "complete" an unfinished (masked) art slide. Conflicting perceptions of the same historical event, the "conquest" of Mexico, lead students to discuss how cultures interpret history differently.	visual literacy forming generalizations understanding multiple perspectives thinking-critical	Two Visions of the Conquest of Mexico (unit) (SPICE/Latin America) (WAC)

GOAL: #6 To recognize the importance of individual and cultural differences within the context of certain cultural universals.

LEVEL: K-3

ACTIVITIES	SKILLS	RESOURCES
6.1.1 Students compare themselves to others in their group through statements such as "I am like...because..." "I am different from...because..." Students then compare themselves with persons outside the classroom through discussion and pictures. (adaptable for 4-6) (Introductory)	comparing oral language observing	"We're all human" (lesson) from Teaching Global Awareness: An Approach for Grades 1-6, CTIR (WAC)
6.1.2 Students engage in learning center activities or classroom projects on clothing around the world. A list of needed materials, discussion ideas, and projects is included.	drawing conclusions art listing	"Clothing around the world" (lesson) (WAC)
6.1.3 Students participate in a series of activities designed to help them see the commonalities and differences among their friends and people of other cultures. The exercises include games, comparisons from pictures, and a field trip.	sharing communication interviewing comparing contrasting	"Dial a likeness, dial a difference" (lesson) (WAC) PS #24
6.1.4 Students learn to identify themes that are cross-cultural in nature and understand that all human cultures possess the same basic elements although the forms may differ. Students complete a series of activities and reading designed to analyze cultures with the "universals of culture" framework. (also 4-6, 7-8, 9-12)	identifying analyzing relationships	"Teaching About Universals of Culture, Introductory Suggestions," by Arthur Chapman, Tamalpais Union High School District (WAC) SAMPLE

GOAL: #6 To recognize the importance of individual and cultural differences within the context of certain cultural universals.

LEVEL: 4-6

ACTIVITIES	SKILLS	RESOURCES
6.2.1 Students are presented with a drawing of the Ekeko "wish" doll from Bolivia, background information, and a map of South America. The class discusses basic human needs and their own wishes. (The emphasis is on cultural universals.) Each student makes a papier mache Ekeko. Follow-up role-playing activities are suggested. (also K-3 and 7-8) (Culminating)	map skills art discussion role-playing	"World cultures: focus on Latin America (Dia de Alacitas in Peru and Bolivia)" (lesson) by Ronda Calef, San Francisco University High School and Dolores Vinal, Redwood City Elementary School District (SPICE/Latin America) (WAC)
6.2.2 Using an instamatic or Polaroid camera, students take pictures of children or adults greeting one another. They gather pictures from magazines and newspapers using the same theme and the pictures are posted. Ways of saying "hi" are discussed and listed. Students look through National Geographic or similar magazines to find other ways of greeting. Follow-up activities are suggested.	observing data collecting non-verbal language	"Do you have to shake hands to say 'hi'?" (lesson) Do you have to...to? Teachers' Learning Center, Albuquerque (WAC)
6.2.3 Students will read or be read two stories about two families and their lifestyles and food. Students will then make comparisons by answering questions in groups or individually. A written assignment describing their own family and food consumption follows. Other follow-up activities are suggested.	reading writing comparing analyzing	"Tale of two families" (lesson or unit) from Intercom #101 (WAC)
6.2.4 Through firsthand observation of artifacts on Japanese children's lives today, students will generate hypotheses and questions about daily life in Japan. By noting similarities and differences with comparable American items and customs, students increase object literacy skills as well as cross-cultural understanding. New teaching strategies and more activity ideas regarding the use of artifacts in the classroom are suggested in this unit available from SPICE/Japan Project.	observing hypothesizing comparing	Student Discovery Box: Through Children's Eyes (unit) (SPICE/Japan)

GOAL: #6 To recognize the importance of individual and cultural differences within the context of certain cultural universals..

LEVEL: 7-8

ACTIVITIES	SKILLS	RESOURCES
6.3.1 Students are seated in small groups with a variety of magazines from Japan, China, and Hong Kong. Students look through them and try to figure out where each was published, what clues led them to that conclusion, what similarities to American magazines they found, what differences, etc. A class discussion should follow. (also 4-6, 9-12)	observing drawing conclusions oral language comparing	"Print media for children in Japan, Hong Kong, China" (lesson) (SPICE/Japan and China) (WAC)
6.3.2 Students go through a list of eight activities performed by humans. The students must decide which are universal to all humans and which are learned from society. Further examples are produced by the students. (Introductory)	evaluating drawing conclusions	"People are just people" (lesson) (WAC) CC #5 SAMPLE
6.3.3 Students are introduced to proverbs of the world through the use of dictionaries. Proverbs are then matched with similar ones from another country and marked on the map. Examples are given plus a bibliography.	researching map skills analyzing comparing	"The world's wit, wisdom, and values" (lesson) (WAC) CC #18
6.3.4 Students fill out an attitude index which covers their perceptions of how they are similar to and different from other people, and their opinions about themselves, Americans, and others. This could serve as a pre/post-test for the whole study of world cultures. (adaptable to K-3, 4-6, 9-12) (Introductory and Culminating)	comparing analyzing	"Attitude index" (lesson) (WAC) CC #26 SAMPLE

GOAL: #6 To recognize the importance of individual and cultural differences within the context of certain cultural universals.

LEVEL: 9-12

ACTIVITIES	SKILLS	RESOURCES
6.4.1 Students fill out a form which asks them to prioritize a number of human rights and students discuss their answers. The UN Declaration of Human Rights is read and discussed in class with a focus on why we need it. A follow-up activity of making posters or collages can be done as a class or individually.	evaluating analyzing art reading discussion	"So who needs human rights?" (lesson) Human Rights, Teachers' Learning Center, Albuquerque (WAC)
6.4.2 Through readings and discussion questions, students can see how a variety of people view the earth. Common feelings are shared as a result. Areas covered are Africa; Alaska; Saudi Arabia; and the U.S. Follow-up activities are given.	reading analyzing comparing	"A feeling for the earth" (lesson) (WAC) CC #20
6.4.3 Using either various countries or a variety of cultures within one country, the student answers a set of questions concerning the young and the old. Activities include class charts, discussions, and debates.	researching discussion graphing debating	"Cross-cultural comparison: ideas for teaching" (lesson) Intercom #99 (WAC)
6.4.4 The class is arranged in groups of two or three. They read three articles on the funeral customs in China, India, and Mexico. Using a chart and questions, students explore the similarities and differences among the three cultures.	reading analyzing data collecting comparing contrasting	"Charting death customs" (lesson) Death: A Part of Life, CTIR (WAC)

SAMPLE 1

TITLE: Introducing the Fiction of Other Countries Through Folktales - Grades 5-12
LEVEL: 5-6 (also 7-12)
TIME: 2 days (or more)

OBJECTIVES

— to realize the importance of folktales
— to discover how a group's literature can reveal its culture

MATERIALS

— folktales
— drawing materials
— discussion questions (attached)

PROCEDURE

1. Read a few short folktales to the class.
2. After each story let the students draw, compare, and discuss pictures about the story.
3. Discuss the questions provided with the class.

* page number refers to the location of the matrix entry briefly describing the sample lesson

INTRODUCING THE FICTION OF OTHER COUNTRIES THROUGH FOLKTALES - GRADES 5-12

Developed by Roberta Gleeson, San Ramon Valley Unified School District

Teachers can introduce students to fiction and other literature of a country through a variety of ways — depending on age, background, and interests of students.

One way, beginning at the 5th or 6th grade and used through high school, is to begin with the folktale. Folktales present a wealth of information about countries, peoples, ways of life, religion, etc. Using the lesson below, you, the teacher, may be able to help the students see the importance of folktales and to help bridge the way to world literature.

Begin by reading a few short folktales to your class, just letting them listen. After each story let each student draw one picture from the story. Compare pictures — which are similar? which are different? what made students draw something in a particular way? what did some students pick up on that others did not? were they influenced by something other than the story in how they drew the pictures? TV? picture books? movies?

After discussing several of these stories, read one more. If possible have a written copy for each student to be handed out after the reading. Open the discussion using the following suggested items.

1. Setting of the story — country, season, war, peace...

2. People involved in the story —
   a) poor, middle class, royalty...
   b) dress
   c) physical features — ugly, beautiful, old, young...
   d) work, job, living...
   e) tools used
   f) food
   g) housing

3. What does the story tell us about what they think, what is important to them?

4. What customs are mentioned?

5. Is religion mentioned? What are some of the rituals?

6. How do values, customs and religion affect their lives? Do they do certain things because of customs, religion or philosophy?

7. How is their government run? How are the people treated? Is the ruler respected, feared, loved?

8. Do you understand a little more about the country than you did before reading the story? Would you like to read more folktales from that country? other countries?

From this lesson the teacher can proceed to short stories written about another country. Using essentially the same questions, you can help students begin to understand a country, people, culture, tribe, group, etc. From short stories, then, the transition can be made to novels.

There are many excellent folktales available from the school and public librarians. Do not be afraid to use picture books. Children and adults of all ages love them. However, when you read the story be sure not to show the pictures. Let the students use their own imagination. After the discussion, the book can then be shown and the artist's concepts discussed.

SAMPLE 2

TITLE: Education in Africa
LEVEL: 9-12
TIME: 1 class period

OBJECTIVES

— to evaluate the role of education in Africa

MATERIALS

— class copies of handout (attached)

PROCEDURE

1. Distribute copies of "Education in Africa" to class.
2. Read it silently or aloud and discuss the questions at the end.

Note: This would be a good small-group activity. Each group could read and discuss the handout and then share and discuss the different conclusions with the class.

* page number refers to the location of the matrix entry briefly describing the sample lesson

EDUCATION IN AFRICA

Developed by the African Studies Program (1208 W. California Street, Room 101, Urbana, Illinois 61801; (217) 333-6335)

Contrary to popular opinion, Westerners were not the first to bring education to sub-Saharan Africa. Two educational traditions -- the indigenous nonliterary and the Islamic -- predate the Christian missionaries' introduction of Western education. The Africa section of this issue of Update discusses these three traditions of education in Africa.

Traditional Education
Joseph Adjaye

The primary purpose of traditional education is to train the youth to fit into and function in their societies. Its main goals are to provide moral and physical training for the young, to place them firmly in their cultural base, and to provide them with special skills. In general, two forms of traditional education can be identified: first, the acquisition of practical skills for such jobs as farming, hunting, weaving, and gold and blacksmithing, that is, the equivalent of what is today known as vocational education; and second, what may be compared to "liberal arts and science" -- clan history and lore, geography, man and nature, etc.

The teaching and learning processes involve a variety of direct and indirect methods that include conformity, imitation, observation and instruction. Through oral literature boys and girls learn about proper and improper behavior, the unwritten laws and sanctions of the society, and social values. Games, simulation, and other forms of imitative play constitute another important instrument of traditional education. Boys simulating fighting or farming situations, for example, or girls imitating motherhood situations and childcare with dolls, are ways in which the young prepare themselves for adult roles. However, learning through direct involvement in daily activities at home, on the farm, or in other places of work has remained one of the most effective ways of educating the young for future adulthood.

The home continues to be the initial and most important educational agency. It is in the home that children undergo their first learning processes under the direction of their parents. The mode and content of the training tend to follow sex lines; boys receive training in cultural studies and the relevant skills for the anticipated occupation from the father, while mothers teach their daughters domestic science, mothercraft, and agricultural production. Outside the home, the proper upbringing of the youth is the collective responsibility of the whole society. The elders, as custodians of societal values and repositories of communal wisdom, perform the obligation of ensuring that the future generations' leaders grow up in the right mold.

Reprinted from University of Illinois at Urbana-Champaign, Curriculum Materials for Teachers, 1983.

Although traditional education is generally regarded as informal, formal and quasi-formal types exist. The well-defined, strict training prescribed for a goldsmith, for instance, very much approaches formality. Beginning at about the age of eight, the apprentice pursues a program of training which is structured, both theoretical and practical, and lasts several years. At the initial stage the trainee goldsmith learns the tools of his profession -- the file, hammer, bellows, scales, tongs, melting pots, wooden knife, etc. The second stage is the period of on-the-job training, during which he acquires practical experience in smithing. At the third stage the apprentice, by now well advanced in his training, is ready to receive interrelated instruction in the history and social significance of his art objects. Finally, the apprentice must demonstrate competence in being able to work without guidance. On "graduating" from his "training school" the master goldsmith's name and reputation become the credentials of the young goldsmith.

Even more formal in their training methods are the exclusive organizations commonly called "secret societies." Among the best known of such societies is the Poro of Liberia, whose female counterpart is known as Sande or Bondo. Their young inductees spend long periods of time secluded from the rest of society in "the bush" where they learn civic responsibilities and acquire skills necessary for surviving and functioning effectively later in life. In the past, Poro/Bondo groups have performed political, economic, and social functions. They have adjudicated disputes, made decisions relating to war and peace, served as institutions for organizing labor, administered first aid, and determined agricultural cycles for cultivation and harvesting.

What is the contemporary relevance of traditional education? For all its limited specialization, traditional education was applicable to the real, concrete situations of the time. However, times have changed, and it is obvious that much more is required for survival today than practical skills, clan history, reciprocal obligations, and good values. As a result, a large part of traditional education is disappearing, although it is still strong in areas which have not been much affected by Western influences. Fortunately, however, African educators and governments now generally recognize that modern education must be rooted in traditional education, if it is to be effective and functional. After all there might be some wisdom in pouring a little of the old wine into new bottles.

Islamic Education
Richard Corby

The great majority of the people in North Africa are Muslims and in much of West Africa there is a Muslim majority. Considerable concentrations are also found in parts of East Africa. Islam, Judaism, and Christianity, the three univeral monotheistic religions, share many beliefs and practices. Muslims believe that Abraham, Moses, and Jesus were all prophets of God, but Muhammad is the "Seal of the Prophets" -- the last and greatest. Muhammad is not considered divine but was divinely chosen to deliver God's revelations to humankind in the Quran (Koran), the Islamic holy book. The religion's doctrine and practice provide for the relationship of person to person and of each person with his/her society from birth until death. Islam brings together approximately 530,000,000 people throughout the world regardless of nationality or race into a fellowship built upon faith in the one God. The

basic tenets of the religion are summed up in the prayer that Muslims repeat many times daily, "There is no God but God and Muhammad is His Prophet." Islamic education is one of the major institutions which socialize children into this all-encompassing way of life.

Because God's revelations to Muhammad as collected in the Quran were in Arabic, the ideal is for all Muslims to learn Arabic, the language of God. To do this Muslims establish Quranic schools where the teacher instructs boys (sometimes also girls) beginning at about five to six years of age. The children acquire an elementary knowledge of Arabic based upon the recitation and copying of the Quran. Usually the Quranic schools are held at the teacher's home, perhaps on the wide porch that runs the length of many African houses or under a tree. Instruction lasts from three to five hours a day for five days a week, usually Sunday through Thursday. In many parts of the continent instruction is held early in the morning from about 6:00 to 7:00 or 8:00 a.m. Then, many of the students go to a Western- type school in the town and others remain with the teacher helping him with tasks around the house. Lessons usually resume in the afternoon for two or three more hours. During the lesson the teacher and the students read aloud a passage from the Quran. The teacher may explain points of grammar and syntax and comment on the significance of the passage. The students sometimes raise questions and are in turn quizzed by the teacher. Each student writes chapters from the Quran on his wooden board with pens using an erasable ink made from the leaves of certain plants. The passages are always recited until they are memorized. The teacher also teaches stories of the prophets and the history of Islam. Within this format discipline is strict and the slower pupils are invariably punished, often by being spanked or switched.

There are two stages of advanced education for a few. Most students do not normally begin the second stage until they are thirty or more years of age, by which time they will have displayed sufficient piety and responsibility. These students may remain with their teachers for a few years to as many as thirty, at the same time assisting in teaching the elementary Quranic classes. A small number of men continue to a third stage in which specialization is stressed. For this, students go to a major center of Islamic education, probably in North or West Africa, where the emphasis is on law and the traditions of the Prophet Muhammad.

In this century in many parts of sub-Saharan Africa there has been an increased demand for teachers, particularly in urban areas. Because of this, many teachers have greatly expanded their activities to turn out more students who will continue their studies and themselves become Quranic teachers. Muslim education, then, is thriving and continues to fill an important function in the Muslim community.

Western Education
Edna Bay

Western-type schools in Africa tend to be closely modeled on the educational systems of the countries that formerly ruled the continent — Britain, France, Belgium, and Portugal. Although some of these colonial powers claimed to be undertaking a "civilizing mission" in their African colonies, their efforts at formal education were generally minimal. Educational policy fluctuated between two contradictory goals: to develop a

small elite that could assist Europeans in the task of governing, or to work toward mass education for relatively large numbers by providing them with rudimentary literacy and training in farming or other vocational skills. With limited resources to spend, modern African governments are still debating this choice between elite and mass education. School for girls in the colonial period were established later than those for boys and their curricula were generally designed to impart little more than household skills and Christian values.

Although most colonial regimes gave way to independent nations some 20 years ago, educational systems are still strongly influenced by colonial structures and continuing ties to former European rulers. A Ghanaian high school student who transferred to a school in England, for example, would likely find the school organization, study requirements, and teaching methods very much like home, though course content would differ somewhat. Basic subjects would be much the same — history, English, science, math and so on — but the Ghanaian curriculum would stress African experiences and examples in each discipline. Schools in Africa are examination oriented; that is, at several key points over the years the students must pass a comprehensive outside-monitored exam in order to advance in school. Examinations may be held at the end of the equivalent of elementary school, after junior high, and at the end of high school. Facilities are limited and enrollment figures take a pyramidal form, with large numbers of students in the first three grades and smaller and smaller numbers at each succeeding level. Though most African governments have set universal primary education as a long-term goal, and Ghana and Nigeria have launched ambitious drives for universal schooling, few governments so far have come near to enrolling all school-age children in class. Nevertheless, African governments rate education a top priority, and some have allocated as much as 35 per cent of their entire budgets to it.

Schooling is expensive from African parents' point of view too. Tuition fees are required nearly everywhere, and books and supplies must be purchased by the students. In many schools students are required to wear a uniform, generally a plain shirt with matching pants or skirt. Boarding schools are common, particularly at the high school level, and coeducation is the exception rather than the rule. With schooling a major financial burden for many families, choices among children are inevitable, and girls are often not allowed to continue after the initial grades.

Often prompted by a strong belief that Western education will lead to prestigious white-collar employment, African students are highly motivated and generally hard-working in school. In addition to the obstacles and pressures posed by the examination system, the languages of instruction are nearly always different from the students' mother tongue. Continuing the tradition begun in colonial days, most countries recognize a European language — English, French, or Portuguese — as their official language. Children sometimes are taught in these foreign tongues from their first days in school.

Suggestions for Classroom Discussion

Compare traditional education with modern education, assessing the effectiveness of each system in dealing with the needs of the time and environment.

What is the educational role of the home today? To what extent can parents be blamed for school and adolescent problems?

What is the future of traditional education in the face of rapid modernization? Is it doomed to total disappearance? Should it be retained? Why and how?

Given the problems of limited government budgets and dwindling job opportunities, what should the objectives of education in Africa be?

Are there alternatives to formal school that might be less costly and more relevant to the lives and needs of the masses of people?

Who should get scarce educational resources, what should they study, and what should be required of them by the nation as a whole?

SAMPLE 3

TITLE: World/Community Settings
LEVEL: 4-6
TIME: two class periods (45 minutes)

Developed by Marsha Speck, Asst. Principal-Curriculum and Instruction, Thomas Downey High School, Modesto City Schools

OBJECTIVES

- to compare world views through ways the world is portrayed
- to identify key geographic terms in a variety of world settings
- to recognize differences in geographic settings
- to collect data and make generalizations about geography

MATERIALS

- "What is Your View of the World?" Lesson 2, Intercom #104 (GPE)
- photos of a variety of geographic settings from Asia, Africa, North and South America
- students' photos and pictures of geographic settings in their community, state, or region

RECOMMENDED BACKGROUND READING

Donald Bragaw, Helene Loew, and Judith Wooster (eds.), "Moving Toward A Global Perspective," Intercom 104 (September, 1983), Global Perspectives in Education, Inc., pp. 7-10.

Geography and International Knowledge, A Report of the Committee on Geography and International Studies of the Association of American Geographers, March, 1982, 24 pp.

INTRODUCTION

Students begin to compare and contrast "world views" and geographic settings in distant regions and in their own region. By comparing familiar geographic settings in their community with similar settings in other countries, students will collect data, observe, brainstorm, and use oral language to learn key terms and concepts.

PROCEDURE

1. Distribute copies of each of the world map handouts and ask students to make generalizations about the differences between the maps.

Compare the world maps to the standard classroom map or globe. Students should discuss why people in different countries would draw their world maps differently.

2. Ask students to collect pictures of their community, state or region. Key geographic terms such as plains, hills, plateaus, mountains, lakes or rivers should be introduced if they apply to the students' geographic setting. Students should try to find or draw pictures of specific geographic features of their community.

3. Afterward the teacher should provide photos of the same geographic features in other parts of the world. Slides, National Geographics, or other magazines should provide the variety of pictures from around the world. The SPICE/Latin America Slide Archive is one source of slides for teachers.

4. The teacher should lead the class in a brainstorming session on the similarities and differences between the students' geographic setting and others. Are there mountains similar to the Sierra Nevadas in another part of the world? Where is there as large a bay as the San Francisco Bay? Where is another valley similar to California's Central Valley? Where is a delta similar to the Delta Region of California?

FOLLOW-UP ACTIVITIES

1. Students can make a group collage of a variety of geographic settings similar to their own.
2. Students can draw maps of their own region with symbols for the various key geographic terms (e.g., delta, river, mountain, plateau, etc.).
3. On a globe or wall map, have students find their region. Then ask students to locate their region on a variety of map projections, such as those found in either Intercom #104 or Geography and International Knowledge. (listed above)

* page number refers to the location of the matrix entry briefly describing the sample lesson

SAMPLE 4

TITLE: What's in a Name?
LEVEL: 9-12 (also 4-6 and 7-8)
TIME: 1 class period

OBJECTIVES

- to explain the literal meanings of common Chinese place names
- to locate Chinese place names on a map of China
- to explain the significance of the origin of names for places within China

MATERIALS

- handout of "Map of China" (attached)
- handout of "Chinese Place Names" (attached)

PROCEDURE

1. Distribute map of China and have students list any things they can see about China from the map.
2. Distribute the "Chinese Place Names" handout and have students translate as many place names from the map as they can.
3. In groups or as a class, have students discuss their findings and the significance of the origin of names for places within China.

* page number refers to the location of the matrix entry briefly describing the sample lesson

Title: WHAT'S IN A NAME?

Introduction: By studying another culture's language we can often learn the meaning behind place names that we take for granted on a map. These names can have a very literal meaning as well as an historical significance. In this activity, students, using a map of China, discover the meanings of many of the most common Chinese place names for their cities, bodies of water, provinces, and geographic features.

Objectives:

To explain the literal meanings of common Chinese place names.
To locate Chinese place names on a map of China.
To explain the significance of the origin of names for places within China.

Grade Level: 6-12

Time: one class period

Materials: Handout #5, "Map of China"
Handout #6, "Chinese Place Names"

Procedure:

1. Pass out Handout #5 (or use any physical map of China) and have students list any things they can see about China from the map. Have them look for information that will say something about the way China looks, its geographic features, or why places are located where they are.
2. Tell students that they are going to find out more about the names of places inn China which will give them clues on why certain places have the names they do today.
3. Pass out Handout #6 to students. Using the translation of familiar Chinese words to English, have them translate as many place names from the map as they can.
4. Have students, working individually or in small groups, share their results with each other and let them see how many place names for which they found meanings.

John Benegar, et al, Changing Images of China (Grades 5-12), Center for Teaching International Relations, 1983 Revision. Reprinted with permission.

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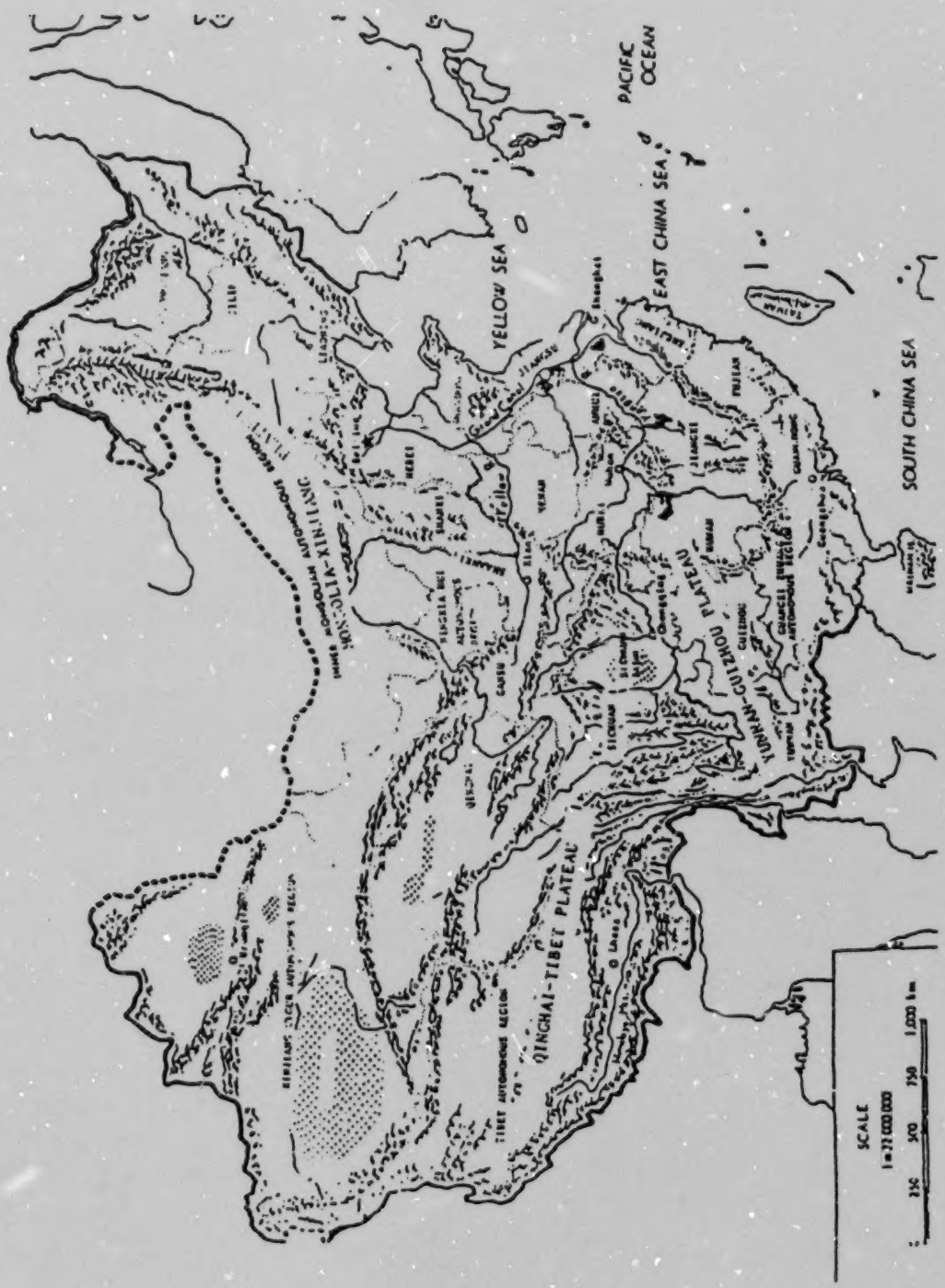
HANDOUT #5

MAP of CHINA



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University of Denver

CHINESE PLACE NAMES
(Handout #6)

PINYIN	WADE-GILES	PHONETIC	MEANING
AN	AN	(AHN)	PEACEFUL
Zhe	Che	(juh)	bore
Qing	Ching	(ching)	bluegreen
Chong	Chung	(jung)	middle
Hai	Hai	(hi)	sea
Hei	Hei	(hey)	black
He	Ho	(hoe)	river, stream
Xia	Hsia	(she-ah)	summer
Huang	Hwang	(hwahang)	yellow
Hui	Hwei	(way)	honor
Hu	Hu	(hoo)	lake
Gan	Kan	(gan)	pleasant
Jing	King	(jing)	capital
Jiang	Kiang	(jee-ong)	river, frontier
Guang	Kuang	(gwong)	wide, broad
Gui	Kwei	(gway)	honorable
Liao	Liao	(lee-ow)	distant, far
Ling	Ling	(ling)	range
Long	Lung	(loong)	dragon
Nan	Nan	(non)	south
Ning	Ning	(ning)	peace
Bei	Pei (pe)	(bay)	north
Bo	Po	(bow)	slope
Sha	Sha	(shah)	sand
Shan	Shan	(shahn)	mountain(s)
Shang	Shang	(shong)	on
Shaan	Shan	(shun)	pass
Xi	Si	(she)	west
Xin	Sin	(shin)	new
Su	Su	(sue)	respect

SAMPLE 5

TITLE: Changes in the Environment
LEVEL: K-3
TIME: 1 or more class periods

OBJECTIVES

- to observe and report changes in the immediate environment
- to recognize causes and consider consequences of change
- to imagine what they would like their surroundings to be like
- to use writing or drawings to describe changes they have seen or would like to see

MATERIALS

- teacher directions (attached)
- drawing paper (if desired)
- chalkboard (if desired)

PROCEDURE

1. Take a "field trip" to an area of the school ground where plant life is not doing well.
2. Observe and discuss the possible causes of the problem.
3. Have students draw or write about what they have seen.
4. In the classroom, discuss what improvement might be made.

* page number refers to the location of the matrix entry briefly describing the sample lesson

CHANGES IN THE ENVIRONMENT

Change
pp 25-28

(WAC) PS #16

Short field trips around the school grounds and neighborhood provide countless opportunities for observing and analyzing changes in both the natural and built environment. In addition to sharpening observing and reporting skills, the students will be gaining experience in analyzing the causes and possible consequences of change. At the same time, they will be developing an awareness of human responsibility in altering the environment.

AREAS OF STUDY

Science (nature study)
Art (drawing, murals)
Language Arts (observing and reporting)

OBJECTIVES

Students should be able to:

1. observe and report changes in the immediate environment;
2. recognize causes and consider consequences of changes;
3. imagine what they would like their surroundings to be like;
4. use writing or drawings to describe changes they have seen or would like to see.

SUGGESTED TIME

Any number of class periods may be used, depending on teaching needs and a sense of the value of the activities for children.

TEACHING SUGGESTIONS

Activity 1: Exploring the School Grounds

This activity can be combined with various science lessons such as measuring air pollution, observing animal and plant life in the immediate environment, and seasonal changes.

A. Find an area of the school ground where plant life is not doing well. Weeds, trees, planted flowers, grass — any of these might be dying. Try to determine the reasons for this. Are the plants being crowded out by others? Are they failing to get sunlight or moisture? Is it merely the change of seasons? Are human activities involved — such as trampling the ground, littering, or spilling things?

From David C. King and Cathryn J. Long, "Changes in the Environment," Global Perspectives: A Humanistic Influence on the Curriculum Project, 1977. Reprinted with permission of Global Perspectives in Education, Inc.

Once you have established how much can be observed in a single spot, divide the class into two teams and send them to various places to make similar observations. They can take paper and crayons with them — either to draw what they have discovered or to describe it.

Back in the classroom, members of each group can describe what they observed, using their notes or drawings. They should also make guesses as to the reason for changes in plant life — why some are doing better than others or why all are doing poorly, etc.

B. Draw together experiences by considering what could be done to improve the school environment. Make a chalkboard list of changes the class would like to see — more trees, less litter, fewer cars, etc. Try to make another list of things the class could do to improve the school setting — from cleaning up to planting trees.

Art classes can be used in connection with this in a number of ways. Students may want to paint or draw pictures of their field trip experiences. Or, they might be encouraged to try before and after pictures — showing the school environment as it is now and how they would like to see it look.

Activity 2: Exploring the Neighborhood

Again, there are endless possibilities for exploring change in the neighborhood environment. A good focus would be changes created by humans. Ask students if they can remember changes that have taken place since they have lived in the neighborhood. Walk around the neighborhood noting changes that you can see (e.g., new street light, more buildings, less open space). Note any changes in the process of happening (e.g., construction site, newly planted garden).

Stories or murals can be developed telling about how the neighborhood or community has changed over time. Stories such as:

Dear Garbage Man, by Gene Zion, New York, Harper & Row, 1957
The Plant Sitter, by Gene Zion, New York, Harper & Row, 1959

can be utilized to help illustrate ways neighborhoods can be changed.

To end the lesson on an upbeat, encourage students to write, draw, or create a mural about some of the things being done to improve the appearance and health of their surroundings.

RESOURCES

Dozens of activity and field trip ideas are contained in:

Helen Ross Russell, Ten Minute Field Trips; A Teacher's Guide, Chicago: J.G. Ferguson Company, 1973.
Phyllis S. Busch, The Urban Environment: Grades K-3, Chicago: J.G. Ferguson Company, 1975.

SAMPLE 6

TITLE: Development for What?
LEVEL: 7-8 (also 9-12)
TIME: 1 class period

OBJECTIVES

— to understand the meaning of "development"
— to compare developing African countries with our own

MATERIALS

— handout (attached)

PROCEDURE

1. Read or have class read "Development for What?"
2. Discuss the questions provided.

* page number refers to the location of the matrix entry briefly describing the sample lesson

DEVELOPMENT FOR WHAT?

(WAC) AF #21

"Dams? Factories? Skyscrapers? Jet airports? Large foreign loans which must be repaid? Large tracts of land owned by others to provide local agricultural employment? Development? What does that mean? Who benefits from those kinds of development?

"In my boyhood days in Malawi, I remember my mother and grandmother walking five to ten miles just for water. I've wanted to bring a better life to my people. Whatever developments others suggest, I will work during my life to bring water from mountains to villages.

"We should control our own lives and our own economy. Great progress can be made through small-scale projects. We already have the skills and technology to bring water to every village. Why import people at a high salary to build a dam or runway and then leave? Better to do things ourselves and to go slowly. Take the tea project, for example. Many small farmers have improved their situation by planting garden-size plots with tea plants. The entire family works. Carefully tended, hand-picked tea brings the highest prices. Tobacco has been similarly successful.

"Or consider the rice-growing project. We used to import the little rice Malawians ate. Then we studied the land and rainfall patterns ourselves. We decided we could grow our own rice right here. It was a small experiment at first. Now rice is being grown in many places. We have more to eat than ever before and some rice can even be exported.

"You say this is a tiny country. Nevertheless, we have room to expand. Yes, there are only 23 million acres in Malawi. But 13 million can be farmed. Only modest developments are needed. Roads and irrigation and drainage systems are needed. It is sometimes tempting to invite in the huge companies and giant equipment. They could do the projects quickly — and expensively. By plugging along at our own pace the jobs also get done. As we work, we learn. And more and more Malawians have employment. Still the World Bank calls us the world's poorest country. They count the money and divide by the number of people. By that definition we are indeed poor.

"But look around you. Is Malawi so bad? Do you see any human misery or starvation? No, of course not. Is anyone without a house to live in? We all have homes. And our families support us in old age. Everyone has a garden to provide food.

"This is our position: 'Our land is underutilized. Much has been badly used. We think that human willpower and technology can provide for us now. And when there are more Malawians in the future, they too can be provided for.' We know who we are and where we are headed. What do you think of these views?"

What do you think of these views?

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QUESTIONS TO CONSIDER

1. Where is Malawi?

2. How large is Malawi?
   a. How much land?
   b. How many people?
   c. How much money?
   d. How much production?

3. On these four points, how does Malawi compare with your own country?

4. What is the meaning of development?

5. What are your views on how best to develop?
   a. Labor — local or imported?
   b. Capital — local or imported?
   c. Decision-making — local or imported?
   d. Intensity — capital intensive or labor intensive?
   e. Investment — pay as you go or borrow?
   f. Speed — rapid development or slow development?

6. If Malawi is "like a mouse," what imagery would you use to represent other African nations — and your own?

7. What do you think of Malawi?

For further study of Malawi, see:

Fieldstaff Reports by James Hooker:
- The Unpopular Art of Survival
- Food Without Money
- Population Review 1970: Malawi
- Tradition and Traditional Courts
- The Businessman's Position
- Malawi's General Election
- A Note on Former British Central Africa

by Edwin S. Munger:
- President Kamazu Banada of Malawi
- Trading with the Devil

SAMPLE 7

TITLE: A Simple Chocolate Bar
LEVEL: 4-6
TIME: 1 to 2 class periods

OBJECTIVES

Students will:

— to describe how a candy bar illustrates the working of global systems
— to recognize that a breakdown in one part of a system affects other parts

MATERIALS

— teacher directions (attached)
— world map or globe

PROCEDURE

1. Form students into 7 groups.
2. Explain to students what goes into the production of a candy bar (or ask them to tell you).
3. For each item or process named, identify on a globe or map where it comes from or occurs.
4. Assign each group a portion of the process.
5. Discuss the way in which each group might be affected by a number of suggested events.
6. Clarify the key issues and concepts.

* page number refers to the location of the matrix entry briefly describing the sample lesson

LESSON 3: A SIMPLE CHOCOLATE BAR*

by David C. King, Staff Associate, Center for War/Peace Studies

This final sample lesson will broaden the students' understanding considerably by challenging them to think of systems on a global scale.

PERFORMANCE OBJECTIVES

Students will

1. describe how a candy bar illustrates the working of global systems.
2. recognize that a breakdown in one part of a system affects other parts.

PROCEDURE

Have the students sit in the same groups they formed for the previous lesson.

For this lesson, they will consider a very simple item: a candy bar.

Suppose we think of a small town where most of the people earn their living working in a candy factory (Hershey, Pennsylvania, is an obvious example). Appoint one group to represent the candy town.

Ask the class what goes into a candy bar. Besides sugar, chocolate and nuts, you might mention corn syrup and coconut.

For each of these items, identify on a world map or globe where it comes from. Thus:

- Chocolate comes from cacao seeds, cultivated, among other places, in central Africa. Appoint a second group to represent the Africans who grow and sell cacao seeds.
- Sugar might come from a Caribbean island — Group 3.
- Coconut from the South Pacific — Group 4.
- Corn syrup from the corn fields of Iowa — Group 5.
- Nuts from Brazil — Group 6.

In addition, the candy needs a paper wrapper, which might involve a lumber company in the Pacific Northwest (Group 7).

Make sure that the children are well aware of the wide geographical distribution of each of these. Then, with each of the following events, ask the students how their groups might be affected:

- A drought in the Midwest damages the corn crop, making corn syrup hard to get.

- A good advertising campaign on television makes many more people want to buy this particular brand of candy bar.
- A tropical storm destroys the plantations that sold their coconuts to the factory.
- A revolution in a Caribbean island cuts off an important supply of sugar.
- War in central Africa involves the cacao regions.
- The workers in the candy factory go on strike for higher wages.

It is important that the children not be overwhelmed by the potential catastrophes. Make sure that they see that none of the negative events will necessarily wipe out the candy bar industry. But these calamities would make things difficult for everybody involved. And that's the key concept: that even in a simple thing like a candy bar, we are mutually dependent on people scattered all over the world and events that we might not even be aware of.

Adapted from So You Want to Teach About Interdependence (Elementary) by David C. King, Center for War/Peace Studies, 1973. Later reprinted in David C. King and Cathryn J. Long, Global Perspectives: A Humanistic Influence on the Curriculum Project, 1977. Reprinted with permission of Global Perspectives in Education, Inc.

Note that a classroom poster of "A Simple Chocolate Bar" is available.

SAMPLE 8

TITLE: Teaching About Universals of Culture, Introductory Suggestions
LEVEL: K-12
TIME: 1-2 class periods

Developed by Arthur Chapman, Tamalpais Union High School District

INTRODUCTION

Students and teachers have a strong tendency to focus on the differences among the world's people. Cultural diversity is important, but a study of common themes in human life is also important if students are to develop a balanced viewpoint. The "universals" approach to a study of culture places emphasis on cultural commonalities. The universals are defined as functions which a culture serves and which exist in some form in every culture. This introductory unit is based on the expectation that this approach will be introduced to students in the primary grades and that further study will take place at every level.

OBJECTIVES

- to learn to identify themes or topics that are cross-cultural in nature (material culture, arts, play, recreation, language and non-verbal communication, social organization, social control, conflict and warfare, economic organization, education, and world view)
- to understand that all human cultures possess the same basic elements although the form of the "universal" may differ widely both within a culture as well as between or among cultures
- to analyze every culture with the same "universals of culture" framework

MATERIALS

- "A Model for Studying World Cultures," World Cultures Theme Guide, Bay Area Global Education Program, (BAGEP)
- "Cultural Values: Personal Possessions," lesson in Intercom #104
- "Body Ritual Among the Nacirema," from Intercom #92/93 and #104

* page number refers to the location of the matrix entry briefly describing the sample lesson

PROCEDURE

1. For introductory activities on identifying cultural universals, refer to Lesson 4 (Intercom #104) entitled "Cultural Values: Personal Possessions." Primary students, as well as upper elementary and secondary students, are asked to: identify their own favorite possession; hypothesize about social values behind their choice; recognize possessions in photographs; and, finally, interview older and younger people about their favorite possessions. How do cultural values shape students' choices? Did children in the past or in other countries share the same favorites? Artifacts from other cultures are useful for comparisons (see 6.2.4).

2. For upper elementary and secondary students, Activity 1 (Intercom #92/93) entitled "Body Ritual among the Nacirema," and other activities on tastes, food, clothes, and tools will introduce the concept of material culture — that part of human culture which is visible and tangible and serves a specific function in a specific culture. The lesson itself asks students to unknowingly analyze customs of an exotic people, which in reality is based upon U.S. practices, in order to break down ethnocentric views of other cultures. Subsequent lessons teach universal elements in: The Arts, Play, Recreation; Language and Nonverbal Communication; Social Organization; Social Control; Conflict and Warfare; Economic Organization; Education; and World View.

3. For further ideas, the following materials may be useful:

Bragaw, Donald, Helene Loew, and Judith Wooster (eds.), "Moving Toward A Global Perspective: Social Studies and Second Languages," Intercom #104 (September 1983), Global Perspectives in Education, pp. 16-26 (Planning Around Cultural Universals).

Cleaveland, Alice Ann, Jean Craven, and Maryanne Danfelser, "Universals of Culture," Intercom #92/93 (May 1979), Global Perspectives in Education, Inc.

Condon, John C. and Fathi S. Yousef, An Introduction to Intercultural Communication, Indianapolis, IN Bobbs-Merrill Ed. Publishing Company, 1979.

Smith, Gary R. and George G. Otero. Teaching About Cultural Awareness, University of Denver: Center for Teaching International Relations, 1981.

SAMPLE 9

TITLE: Another Point of View
LEVEL: 4-6 (also K-3)
TIME: 1 class period

OBJECTIVES

— to write a fictional story
— to take an alternative point of view

MATERIALS

— handout (attached)
— extra writing paper

PROCEDURE

1. Distribute the worksheet.
2. Discuss the introductory comments and questions.
3. Have the students write the story of "The Three Little Pigs" from the wolf's perspective.
4. Share and discuss some of the stories.

* page number refers to the location of the matrix entry briefly describing the sample lesson

ANOTHER POINT OF VIEW

Do you remember the story about the three little pigs? In that story, the wolf is pictured as a mean and evil character but no one has ever told the story from the wolf's point of view. Imagine that you are the wolf in this story. Retell the story in a way that will let the reader understand how it feels to be the big bad wolf. A few lines are written to help you get started. Use the back of this page if you need more space.

THE THREE LITTLE PIGS
by I.M.A. Wolf

It's not easy being a big bad wolf. I don't have very many friends, and everybody runs away when they see me coming.

From New Directions in Creativity: Mark 3, by Joseph S. Renzulli and Carolyn M. Callahan, Harper & Row, 1973.

SAMPLE 10

TITLE: How Do Others See Us?
The Latin American Perspective
LEVEL: 7-8 (also 9-12)
TIME: 3 class periods

OBJECTIVES

— to learn to perceive one's world through the eyes of others
— to understand the factors operating in trans-cultural image formation
— to identify the dangers of stereotyping and over-generalizing
— to learn the history of the images Latin Americans have of Americans

MATERIALS

— Handout "How Do Others See Us?," a model of image formation (attached)
— Large chart like the sample "Sources of Images" (attached)
— Filmstrip, "Latin America and the U.S.A." from the Multimedia Productions, Inc. series entitled Latin America Today, Part II (WAC)

PROCEDURE

1. Using the conceptual model as a framework for class discussion, class brainstorms answers for the questions: How do Latin Americans perceive us? How do we perceive Latin Americans?
2. Break into small groups to refine, discuss, and record conclusions.
3. Each group shares its report with the class.
4. As a class, students develop a grid (sample provided) on sources of cultural images. Each student selects a day and a source to investigate.
5. As data is collected, daily reports are made and discussed.

INTRODUCTION

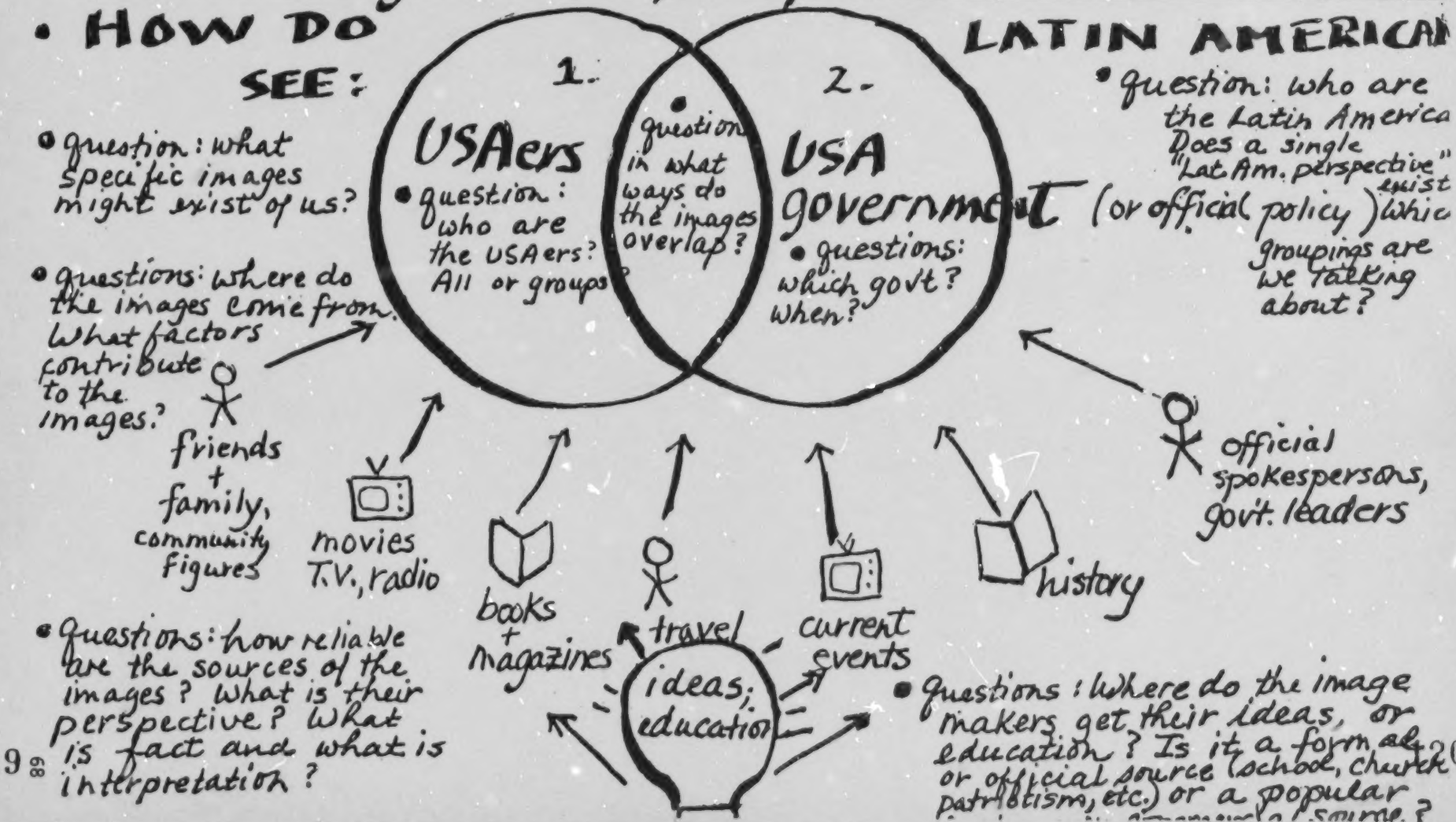
In schools the question "How do we perceive other cultures?" should be accompanied by the mirror question of "How do others perceive us?" In order for students to remove "cultural blinders," it is important to examine both questions. Based upon available data, students express images which have been formed by television, newspapers, or firsthand (or secondhand) experience. In the process, students drop cultural biases and examine their society and the image it projects to other cultures. The multiple factors which are involved in image formation between countries and peoples should be identified in the specific historical and contemporary contexts of Latin America-U.S.A. interactions.

* page number refers to the location of the matrix entry briefly describing the sample lesson

How do others see us?

BEST COPY

What might Latin Americans think of USAers?
On what might their perceptions be based?


• HOW DO LATIN AMERICANS SEE:
• question: what specific images might exist of us?
• questions: where do the images come from? What factors contribute to the images?
• Questions: how reliable are the sources of the images? What is their perspective? What is fact and what is interpretation?
1.
USAers
• question: who are the USAers? All or groups?
question: in what ways do the images overlap?
2.
USA government
• questions: which govt? when?
• question: who are the Latin Americans? Does a single "Lat. Am. perspective" exist (or official policy)? Which groupings are we talking about?
friends + family, community figures
movies T.V., radio
books + magazines
travel
ideas; education
current events
history
official spokespersons, govt. leaders
• Questions: Where do the image makers get their ideas, or education? Is it a formal or official source (school, church, patriotism, etc.) or a popular

Sources of Images of USAers	M	T	W	Th	F	S	S
USA-made movies							
TV shows							
TV commercials							
TV news							
newspapers							
magazines							
popular books							
comic books							
popular music							
school books and lessons							
family, friends, personal contact							

SAMPLE 11

TITLE: People Are Just People
LEVEL: 7-8
TIME: 1 class period

OBJECTIVES

— to distinguish universal human behaviors from behaviors learned from society
— to generate examples of universal behaviors and learned behaviors

MATERIALS

— handout (attached)

PROCEDURE

1. Distribute handout; discuss and clarify directions.
2. Have students fill out the handout.
3. Review and discuss student answers, concentrating upon the open questions at the end.

Note: This activity would work well in groups. Each group would have one handout and would be assigned to discuss the questions, determine and record a group answer to each, and share the results with the class in a concluding general discussion.

* page number refers to the location of the matrix entry briefly describing the sample lesson

PEOPLE ARE JUST PEOPLE

There are some activities which all human beings do just because they are human beings. These activities are called innate or inborn. Most human behavior, however, is learned from one's parents, friends, family, that is, from the society. Write a U next to all behavior which seems universal to all human beings and write an S next to all behavior which appears to be learned from society.

_____ 1. Little Victor Chang fell from the tree, broke his arm, and cut himself on the branches. He was in considerable pain and began to cry.

_____ 2. When Mary White entered the room, Tom Jensen stood up to greet her and shook her hand. Barbara Jensen remained seated but also shook hands with Mary.

_____ 3. When Santa asked the children what they wanted for Christmas, Steven replied "a fire engine, a train, some soldiers, and a toy astronaut." His sister, Sharon, asked for a doll.

_____ 4. When Sati Khanna visited the United States, he was quite sickened by the sight and smell of the steak that was set before him. He pushed the plate away and turned to the vegetables.

_____ 5. Frank Aoyama had been awake for 48 hours. He was so tired he put his head down and was instantly asleep.

_____ 6. Dan Williams joined the American Nazi Party because he hated all Jews, Blacks, Catholics, and every other minority group in the country.

_____ 7. When Antonio Gutierrez goes to Mass every Sunday, he kneels down to say a prayer, sings the songs from his hymnal and takes holy communion.

_____ 8. Karen Davis came in shivering from the bitter cold and warmed herself by the fire.

What things are universal to all people?

What things are not?

Make up some of your own examples for each.

SAMPLE 12

TITLE: Attitude Index
LEVEL: 7-8 (also K-3, 4-6, 9-12)
TIME: 1 class period

MATERIALS

— handout (attached)

OBJECTIVES

— to compare and contrast Americans with other people in the world
— to understand the similarities and differences between people

PROCEDURE

1. Depending upon grade level, use the handout to have students answer and discuss the questions provided in either an oral or written assignment, as a class or in groups.

* page number refers to the location of the matrix entry briefly describing the sample lesson

ATTITUDE INDEX

Answer the questions below. There are no right or wrong answers. What is important is your thoughtful opinion.

1. Who are you beyond your name?

2. Who else are you?

3. Anything else?

4. What peoples from other countries are <u>like</u> you or <u>similar</u> to you?

5. What peoples from other countries are not <u>like</u> you or are <u>different</u> from you?

6. In what way are the people you mentioned in your answer to question 4 <u>like</u> you or <u>similar</u> to you? Do you like these people? Why or why not?

Adapted from Appendix A in Children's Views of Foreign Peoples: A Cross-National Study by Wallace E. Lambert and Otto Klineberg. Copyright 1967 by Meredith Publishing Company. Used by permission of the publishers, Irvington Publishers, Inc. Copyright 1977, by The Trustees of Indiana University. Used by permission of Indiana University.

7. In what way are the people you mentioned first in your answer to question 5 not like you or different from you? Do you like those people? Why or why not?

8. What are Americans like?

9. What makes you think of yourself as an American?

10. If you were not an American, what would you most like to be? Why?

What would you least like to be? Why?

SUPPLEMENTAL RESOURCES

for

World Cultures Theme Guide

I. Global Perspectives in Education, Inc. (GPE)

GPE publishes a periodic source book for new curriculum materials and ideas called Intercom. Some past editions of Intercom have dealt specifically with cultural universals, such as the issues mentioned below. GPE's New York office also sponsors an information exchange network entitled ACCESS. Contact GPE for details on either publication. (Address is on page 10.)

Intercom #92/93 (May 1979), "Universals of Culture," by Alice Ann Cleaveland, Jean Craven, and Maryanne Danfelser. "This handbook offers an approach to the study of cultures using conceptual tools which we call 'universals of culture'. These 'universals' are functions which culture serves and which are found in some form in every culture on earth. The following categories make up our list of the universals of culture: Material Culture; The Arts, Play, and Recreation; Language and Nonverbal Communication; Social Organization; Social Control; Conflict and Warfare; Economic Organization; Education; and, World View." (page 8)

Intercom #104 (September 1983), "Moving Toward a Global Perspective: Social Studies and Second Languages," by Donald Bragaw, Helene Loew, and Judith Wooster (eds.), see especially chapter 3 (Planning Around Cultural Universals), which includes lessons regarding values, communication and folklore.

Note: See pages 64-65 of this theme guide for further bibliographic resources and a SAMPLE LESSON on cultural universals.

II. Stanford Program on International and Cross-Cultural Education (SPICE)

The following is a list of SPICE (Stanford Program on International and Cross-Cultural Education) units of direct relevance to various goals of the World Cultures Theme Guide. They are activity-oriented guides for the classroom, which provide everything an instructor might need on a particular topic. SPICE teaching units are intended to be an additional resource to those already listed in the matrices. They are available for free loan from the School Program Resource Center of the World Affairs Council. Contact SPICE directly for purchase (see address on page 10).

GOAL: #1 To begin to understand that cultures are complex and are made up of many components (values, behavior, habitat, aesthetics, etc.).

China

The Rabbit in the Moon: Folktales from China and Japan, (K-6). This unit is a cross-cultural investigation of Chinese and Japanese folktales. It includes eight stories, activities designed to spur student interest in China and Japan, two optional slide shows, and a choral reading. The concluding exercise involves students in creating their own folktale.

Demystifying the Chinese Language, (4-12). The primary objective of this unit is to remove the feeling of strangeness people often experience in their first encounter with the Chinese written language. The introductory exercise involves students in an investigation of the origins of written communication. Discovery exercises provide students with opportunities to explore the development of the Chinese pictographic/ideographic script, and to decipher sample characters in isolation and in the context of a story. Concluding exercises present issues in dialect variations and language reform.

Chineso Calligraphy, (7-12). This unit introduces students to the ancient art of calligraphy through step-by-step instructions in writing simple Chinese characters. Students presented with an opportunity to write Chinese characters will soon learn to recognize the components of completed characters while increasing their appreciation of an important Chinese art form.

Japan

The Haiku Moment: Seeing the World in a Grain of Sand, (3-6 and 7-12). An introduction to the world of haiku, plus in-class writing activities. Nature slides and cassette tape of haiku and Japanese music complete this unit.

Introduction to Japanese: Hiragana, (3-6 and 7-12). An introduction to the Japanese writing syllabary and to the basic sounds of the Japanese language. Includes pronunciation tape.

Latin America

Latin American Visual Art Today, (6-12). Six universal themes which are found in contemporary urban art around the world are presented to students through visual literacy activities featuring paintings and sculpture by 21 Latin American artists of the 20th century.

GOAL: #2 To recognize the part that geographic setting and history play in shaping a culture.

China

Demystifying the Chinese Language, (4-12).

Contemporary Family Life in Rural China, (6-8). This four-part unit is based on 66 slides of a rural family in the southern Chinese province of Guangdong. The four integrated parts include: 1) introduction to Starwood village; 2) the grandmother's role; 3) parental roles; 4) socialization of the children. A wide variety of suggested activities and worksheets accompany the unit.

Debriefing "Starpower" on China (Revised Edition), (7-12). This unit offers guidelines for debriefing the simulation game "Starpower" in a manner that clearly makes an analogy to the pre-revolutionary situation in China. The game itself is available from Simile II.

Japan

Castle Towns, An Introduction to Tokugawa Japan, (7-12). Slides, supporting materials, and student activities make up this historical survey of Japanese castles and the towns that grew up around them. The unit may be used to accompany use of Shogun and to provide a comparative dimension to a study of European feudalism.

Japan Meets the West: A Case Study of Perceptions, (7-12; elementary adaptation available). Japan's early contact with the West is the subject of a case study of cultural perception. The unit includes a slide show of Japanese artists' impressions of foreigners from the 16th through the 19th centuries, primary source readings regarding Westerners' impressions of the Japanese, and classroom activities which examine contemporary mutual images held by Japanese and Americans. Note: this unit is also distributed by the Center for Teaching International Relations (CTIR, University of Denver).

Shogun: A Guide for Classroom Use, (7-12). The unit has been designed to accompany either the novel, Shogun, or the television mini-series of the same name. In addition to the synopses of episodes from the TV version, a glossary of Japanese terms, a comparative chronology (1400-1650 A.D.), and a bibliography, the guide includes an introductory essay and three classroom activities which may be used independently of the mini-series.

Latin America

Scarcity and Survival in El Salvador, (6-12). Students test misconceptions about El Salvador with social and economic historical realities by interviewing Prof. William Durham, Department of Anthropology, Stanford University, through his slides. Geography and social science skill-building activities are a key component of the unit, as are critical thinking skills in an analysis of U.S. media coverage of events in Central America.

GOAL: #3 To understand that change is natural and ongoing and that people are affected in different ways because of their value systems.

China

All in the Family: China Old and New, (7-12). In this unit, students investigate the ideals underlying family relations in both traditional and modern China. Students are first asked to identify and compare the principles on which traditional and modern family relationships are based. Then they are encouraged to utilize perceptive and analytical skills in creating stories to accompany several slides depicting family relationships.

Contemporary Family Life in Rural China, (6-8).

Education in the People's Republic of China, (7-12). This unit, based on 23 slides, involves students in an investigation of the role of education in a society. Students investigate issues of historical and current importance in the People's Republic of China and make comparisons with educational issues in their own country. Various activities accompany this unit, including an educational policy-making exercise.

Japan

Growing Up Japanese, (6-12). Activities and supporting materials centered on the film, "Growing Up Japanese," designed to introduce contemporary Japan in a comparative way.

Japan, an Interdependent Nation, (7-12). A film guide for use with the 1980 film of the same name. Individual lessons on vocabulary-building, data collection, graph reading, and a student worksheet aid in comprehension of the film. Emphasis is on making U.S.-Japan comparisons.

Latin America

Contrasting Urban Lifestyles in Brazil, (6-12, some activities for K-5). Brazil, like most of Latin America, has become an urban culture with diverse urban lifestyles. This unit examines geographical and historical causes of urban culture and looks beyond these to understand the basic unity of Brazilian culture. Students discuss slides on urban contrasts as well as unifying elements of Brazilian culture: respect for family life; education; recreation; religion; and the positive role played by racial intermingling in Brazil.

GOAL: #4 To understand the interdependence of people, groups, and nations.

China

Broken Squares, Revised Edition, (K-12). This game involves students in an experiential investigation of the concept of cooperation. The ensuing discussion is highly applicable to many Chinese institutions -- communes, schools, and the political system.

Japan

Japan, an Interdependent Nation, (7-12).

Latin America

Coffee Connections: U.S. and Latin America, (6-12). The interdependent relationship of consumer and producer nations is demonstrated by an analysis of the world coffee industry and the international commodity agreements which regulate the flow of coffee from producers to consumers. Students simulate the decision-making process of a farmer in Brazil who has to decide whether to grow coffee for international markets or food crops for domestic consumption. Slides and discussion of large and small entrepreneurs in the San Francisco Bay Area who depend upon Brazilian coffee involve students in the realities of the U.S. coffee industry. (unit-in-progress)

GOAL: #5 To develop an awareness of how perspectives differ among individuals and between groups.

China

Heelotia: A Cross-Cultural Simulation Game, (7-12). Heelotia is an excellent preliminary exercise to the study of other cultures. Through this simulated

cultural exchange, students gain firsthand experience in the formulation of stereotypes and perceptions/misperceptions. Students are divided into two "cultures." After becoming comfortable in their own culture, students participate in an exchange with the other society, conducting an investigation of each other's values, rules, behavior, etc. This simulation also serves as an excellent exercise in personal decision-making.

Misunderstanding China, Revised Edition, (9-12). This unit was primarily designed to be used in conjunction with the 1972 CBS documentary film "Misunderstanding China," which examines the history of American attitudes toward China and the Chinese, using old film clips, newsreels, etc. This film is highly recommended for use as an introduction to China and/or in the exploration of stereotypes. The introductory exercise presented in the unit can be used apart from viewing the film.

Japan

Japan Meets the West: A Case Study of Perceptions, (7-12; elementary adaptation available).

Latin America

Two Visions of the Conquest, (6-12). Students contrast Spanish art at the time of the conquest of Mexico with paintings done by Aztec artists of the Spaniards who invaded their empire. Art and literature reveal the opposing perspectives of two cultures which came into conflict. Students consider the question: How is history written?

GOAL: #6 To recognize the importance of individual and cultural differences within the context of certain cultural universals.

China

The Rabbit in the Moon: Folktales from China and Japan, (K-6).

All in the Family: China Old and New, (7-12).

Education in the People's Republic of China, (6-8).

Japan

The Rabbit in the Moon: Folktales from China and Japan, (K-6).

At the Foot of Mt. Fuji: The Life of a Japanese Child, (K-6). As a film guide, this unit provides support materials and classroom activities for the film, "At the Foot of Mt. Fuji." Activities are designed to introduce contemporary Japanese life to young audiences. They range from an exercise in U.S.-Japan trade to ideas for pen pal exchange. The unit also includes related cultural notes for the teacher on such subjects as education and family life.

Japanese Radio Exercises, (all). Simple stretches and warm-up exercises many Japanese use as breaks throughout their day. The unit includes a manual and cassette tape.

Growing Up Japanese, (6-12).

Japan Meets the West: A Case Study of Perceptions, (7-12; elementary adaptation available).

Their Place in the Sun: Images of Japanese Women, (7-12). An examination of women's varied roles in Japan. The unit compares women in the work force in Japan and in the U.S. Also deals with media images and students' impressions of Japanese women today.

Latin America

Rio Blanco: Land Use in a Highland Guatemalan Village, (6-12). A series of twenty-eight slides takes students to a highland Guatemalan village, Rio Blanco, a mestizo community of 500 inhabitants. Students map the village and discover common elements of communities all over the world — stores, schools, churches, clinic, sports field, as well as the small plots typical of highland Guatemalan agriculture. Students explore such concepts as land distribution, small-scale farming, and rural-urban migration.

III. World Affairs Council of Northern California

The main RESOURCE BANK for the Bay Area Global Education Program (BAGEP) is located at the World Affairs Council Schools Program (see page 10 for address). The Schools Program has an extensive file of lesson plans and numerous reference books on a variety of cultures (including those not covered by SPICE), as well as several international issues. See the various numbers listed under 'WAC' in the RESOURCES column of the matrices (pages 15-38) for examples of available lessons.

COFFEE CONNECTIONS

A PRECOLLEGIATE CURRICULUM UNIT

GRADES SIX TO TWELVE

The Latin America Project
Stanford Program on International and Cross-Cultural Education
Stanford University

DRAFT

The Latin America Project (formerly Project REAL/Recursos Educacionales de America Latina) is one of five cross-cultural and international education projects that make up the Stanford Program on International and Cross-Cultural Education (SPICE). The other projects are The China Project, The Japan Project, The Africa Project and The International Security and Arms Control Project.

The curriculum was developed with funding from Stanford Center for Latin American Studies, Center for Research on International Studies, and the International Research and Studies Program, Office of Post-Secondary Education U.S. Department of Education.

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Coffee in the International Economy

The story of coffee, a drink brewed from roasted and ground coffee beans, begins in Ethiopia. Legend has it that a boy, Kaldi, was delighted to find his goats' spirit and productivity improved after eating "strange" berries. Quickly news that the peanut-sized beans contained a mild stimulant was spread in the Middle East. As early as 600 A.D. beans brewed in Arabia were called "mocha" after the former capital city of Yemen. By 1500 Europeans were anxious to add coffee to the spices that Venetian traders brought back from Turkey. Coffee houses in Venice, London, and Paris became extremely popular in the sixteenth and seventeenth centuries. In Germany women enjoyed a custom known as the "Koffee Klatch" in their homes.

So popular was coffee that European trading companies, such as the Dutch East India Company, transplanted Arabian coffee plants to the island of Java, Indonesia in 1696. Later a Portuguese soldier smuggled a plant to Brazil where it adjusted well to the southeastern region's slopes near the city of Sao Paulo. Latin American coffee agriculture began to spread throughout southern Brazil much like cotton agriculture spread from the Eastern seaboard of the United States to the South and, finally, Texas.

As coffee became popular, the seeds and plants were jealously guarded. Essentially coffee had become a COMMODITY, a tangible good traded and exchanged for money. Latin America's main natural comodities fall into five categories: agriculture, non-fuel minerals,

forest products, fishery products and fuels. Commodities in which Latin American nations hold a comparative advantage (it is produced more efficiently and cheaply than elsewhere) are sugar, bananas, wheat, beef and copper and iron.

Coffee was probably first traded through a BARTERING system where one good was exchanged for another good. When PRICES were determined through the MARKET, they reflected the interaction of the supply of the good, demand for the good by consumer, and the production processes involved. The changing needs and desires of people around the world (DEMAND) created a MARKETPLACE in which the quantities of commodities sold (SUPPLY) determined the PRICE.

Today coffee usually ranks second only to petroleum in dollar value among natural commodities traded internationally. In Africa, Asia and Latin America fifty-three coffee-producing countries in temperate tropical regions rely upon coffee as a major source of foreign currency to purchase goods and services not produced locally, and to repay interest and loans owed to foreign banks. Over 25 million people in less developed countries (LDC's) work in the coffee industry. Consumer nations are Finland, and Scandinavian countries, France, Italy, Germany and the Eastern Bloc (Hungary and Yugoslavia), Algeria in Africa, Japan in Asia, Australia, Canada and the United States in North America. The United States remains the world's largest coffee consumer--even though Scandanavians drink more coffee per person!

International Trade: The Context

It is the purpose of this curriculum for grades 6-12 to describe and evaluate the exchange of coffee and coffee's by-products: coffee

solids (instant) and processed coffees (decaffeinated beans) in the larger context of international trade relations. Through trade, whether in primary agricultural and mineral products or manufactured goods, nations earn the foreign exchange currency needed to repay loans to commercial banks, to purchase goods and services abroad, and to enlarge the dwindling currency reserves in the countries themselves.

Developing nations have today a smaller share of world trade because sales of their export goods (raw materials and manufactured goods) purchase fewer and fewer products which must be imported, largely oil and manufactured goods. The decline in the amount of imports, in turn, affects the economies of industrial nations like the United States which is Latin America's largest foreign supplier of metals, machinery, transportation equipment, and chemicals. In 1982 and 1983 U.S. exports to Latin America dropped by almost one quarter. Trade patterns between developing nations and industrialized nations have changed dramatically within the last decade.

By less developed countries (LDC's) is meant those nations which are located in Asia, Africa, and Latin America. Because these countries are less developed (LDC) in their industries with large populations and uneven distribution of wealth, their concerns are voiced through a dialogue called the "North-South Dialogue." Newly industrializing nations (NIC) is Asia and Latin America are Taiwan, Korea, Mexico and Brazil. Other nations excluded from the categories LDC or NIC are South Africa and Australia. The industrialized nations which include Japan, Western Europe, the United States and other northern industrialized countries share common industrial growth,

advanced technology, and a highly skilled labor force. These are the "North."

Three types of North-South trade patterns have been distinguished by noted Latin Americanist, Joseph Grunwald, in a recent article in the Brookings Review (Spring, 1983). These are: traditional flows (exchange of primary goods for manufactured products); non-traditional exports from newly-industrializing countries which in turn import capital goods and technology; and "offshore" (outside of the industrialized country) assembly activties in which the factors of production of developed and developing countries complement one another. However the volume and ownership of these three types of trade is unique in Latin America.

Historically, Latin America began its international trade as a supplier of raw materials and foodstuffs. These commodities had until twenty years ago accounted for over two-thirds of its total exports; now these products account for less than half of total earnings. Here are Latin America's major natural resources for export:

Agriculture:	coffee, soybeans, beef, cotton, cocoa, maize, bananas, and wheat
Fisheries:	fishmeal
Non-Fuel Minerals:	copper, iron ore, bauxite
Fuels:	crude petroleum

The trends recently indicate that export of fuels is the most rapidly growing part of Latin America's natural resource trade, especially in Mexico. On the other hand, agricultural commodities have until recently declined in their importance despite Latin America's ability to supply these products more efficiently and at a lower cost than other producers.

Yet due to the intense need for Latin American debtor nations to

earn foreign currency, there is a dilemma facing economic policy makers: should agricultural exports again be emphasized over expanding industrial activities? Several problems exist. Since the countries which import Latin American products are themselves producers of agricultural and industrial products, trade barriers have been erected which impede Latin America's ability to process agricultural products and fully participate in international trade. Some industrial nations, especially in Europe, have internal taxes on coffee or preferential agreements to trade with former colonies, such as African coffee producing nations. In these cases governments intervene to restrict free trade.

Another type of trade barrier is a voluntary export quota, which is maintained by commodity producing nations through multilateral international agreements. In this case supplies are limited to push up prices beyond where they would fall under competitive conditions. This type of intervention in the marketplace is a sign of inflation. Although the producers urge stable prices, there are side-affects which must be considered.

The issue of "terms of trade"--the difference between value of goods purchased and the value of goods sold--between nations is also a critical one for Latin America and African nations. The price obtained for commodities continues to be low and a shortfall exists between prices of exports (commodities and manufactured goods) and the prices of imports. The sharp oil price rise in 1973-74 was a critical event which resulted in a deep and continued economic decline among developing nations.

Emphasis upon export earnings in economic policies of Latin

American nations will provide a context in which to consider the international coffee industry. The need to earn foreign exchange to repay interest and principal on loans from commercial foreign banks means that commodities such as coffee will continue to play a significant role in Latin American economic development.

Many look to an increase in goods traded internationally to generate more foreign exchange for developing countries. Although Latin America's imports from the United States have dropped (21.6% in 1982 and $24.9 billion in 1983) there are signs of growth in Latin America's trade in exports to the United States. This is necessary to provide the foreign exchange for debt servicing and for necessary imports to increase economic activity.

This curriculum will examine one natural commodity, coffee, and its relationship to the major issues outlined above: trade patterns, importance of agricultural exports, barriers to trade, and terms of trade for Latin American nations.

Producer Nations

Coffee is produced throughout tropical highlands of the world, between the Tropics of Cancer and Capricorn. It requires fairly heavy rainfall, but not high temperatures. It can be grown on steep slopes, along river valleys, but not in rain forests. Even land which might have eroded is good for coffee trees. Eight Latin American nations produce coffee as their primary export: Brazil, Colombia, Nicaragua, Costa Rica, Haiti, Panama, Guatemala and Honduras. Thirteen African nations also rely upon coffee production: Angola, Burundi, Cameroon, Central African Republic, Ethopia, Ivory Coast, Kenya, Madagascar, Rwanda, Sierra Leone, Tanzania, Uganda and Zaire. Asian nations which

produce coffee include Indonesia, Sumatra, New Guinea, and Sri Lanka. Furthermore, the Philippines, Hawaii and Puerto Rico produce coffee today but in smaller quantities than the nations mentioned above.

Coffee and food crops can be grown side-by-side or substituted for one another. Thus, farmers may add coffee trees when prices are high and take them out and plant food crops when prices are low. This is part of a historical pattern of "Boom and Bust" cycles which impact upon capitalist economies where private ownership controls the factors of production. Also since coffee trees require 4-5 years to grow, the supply of coffee can not change quickly if prices drop.

The nature of coffee production requires handpicking during the harvest season. Consequently, the production process in the producer nation is labor-intensive. As essential as the environment and the capital is the labor of an estimated 25 million people around the world. In Colombia 10% of the population is employed seasonally in coffee production. Wages in 1976-77 ranged from $2.52 (Colombia) to $7.52 (Brazil) for a day's work.

The scale of coffee production varies from country to country. In Brazil, the average size coffee plantation, a fazenda, is 9 hectares (22.3 acres) and there are over 300,000 growers. Over a third of the world's suppy comes from Brazil--some five million tons. On the other hand, in Africa coffee is grown in small plots. In the Ivory Coast, the average size plantation is 2.2 hectares, or five acres.

Why is coffee so important for producer nations? The need to earn foreign exchange, the value of exports and imports of goods between nations with different units of money, has become stronger as

the price of oil, petroleum products, and manufactured goods skyrockets and the need for foreign currency to purchase them heightens. When the prices received for exports are less than the prices paid for imports, the nation is said to have deteriorating TERMS OF TRADE.

In Latin America, Brazil is caught in the squeeze of more expensive imports and cheaper export prices. Coffee once accounted for one third of Brazil's exports, yet today the economy is much more diversified. Coffee is still an important agricultural export, but it amounted to only 13% of total exports in 1978-80 (Organization of American States). Today Brazil's soybean export earnings equal earnings from coffee exports. Yet since with a foreign debt of $55.3 billion, Brazil has allocated 87.1% percent of its export earnings to repay interest and principal owed.

Diversification is one economic policy which has changed the character of international trade between Latin America and the industrialized nations. Economic policies are intended to encourage internal consumption as well as introduce new exports into world markets. Nevertheless, countries like El Salvador, Nicaragua, Haiti, and Colombia have become even more dependent upon coffee exports during the last 10 years, despite efforts to grow sugar cane, cotton and other export-oriented commodities.

In order to generate national economic expansion and to repay foreign debt owed to foreign commercial banks, Latin American coffee-producing nations are again looking to export commodities. Yet the rising interest rates reflect slower economic expansion in industrialized countries which import coffee. Also, as interest rates

rise, borrower nations (which owe a combined total of $340 billion to foreigners) pay out their hard-won export earnings to service their debts, instead of within their struggling economies. Each percentage point increase in interest rates costs Brazil, and other debtor nations, $700 million each in additional interest rates.

In addition, capitalist coffee-producing nations face problems which have always plagued the industry: "Boom and Bust" cycles, risks such as disease, frosts (in Brazil and Guatemala), natural disasters (earthquakes), poorly timed rains and war. "Boom and Bust" cycles were extremely dramatic between the years 1880 and 1900. Typically, there were long periods of low prices, short periods of high ones. When prices were high, farmers rushed to plant new trees. Within 4-5 years each tree was producing and there was an oversupply of coffee. Prices would fall and then farmers would tear out plants and put in more stable crops.

One economic concept to explain the international coffee market is "price inelasticity of demand." Consumers don't tend to buy a great deal more commodities like coffee when coffee prices fall. Even a slight decrease in price results in such a small increase in quantity demanded that revenues fall. But the impact of the decline in revenue on a developing nations' economy can be catastrophic. As early as 1940 Latin American coffee growers formed an Inter-American Coffee Agreement with the United States to set export quotas and prices. This was an early attempt to moderate "Boom and Bust" cycles.

The Consumer Nations

From the perspective of the consumer nations price swings upset peoples' customary consumption habits. Ready supplies of green coffee

ceans in Central America, South America and Asia had been imported by the United States throughout the nineteenth and twentieth centuries. World War I cut off supplies from Europe, Asia, and Africa and strengthened ties between Latin American growers and U.S. coffee consumers. Even the shortages of World War II did not totally change traditional consumption patterns in the United States.

As new technology, increased profits, and a larger workforce were drawn into coffee production in the 1950's and 1960's, coffee supplies increased. Key international leaders, such as John F. Kennedy, recognized the connection between consumer nations and producer nations. President Kennedy commented that "A drop of one cent a pound for green coffee costs Latin American producers $50 billion in export proceeds..." This statement foreshadowed requests by coffee producer nations for an international commodity organization to moderate the "Boom and Bust" cycles from which they suffered.

Yet the United States and other consumer nations in Europe have not always acted on behalf of coffee producers' interests. In 1968 when Latin American nations, chiefly Brazil, began to process and manufacture instant coffee, the U.S. coffee interests blocked the importation of processed coffee which would compete with instant coffee processed in the United States. This happened at a 1968 International Coffee Conference, a predecessor of the international commodity agreement which is in effect today.

From the consumers' perspectives, however, a dramatic drop in coffee supply can also have a strong impact on coffee prices. Changes in coffee prices were seen most strongly in the United States in 1976 and 1977. A frost in July, 1975 damaged nearly half of the

three billion coffee trees in Brazil. Events in other countries also disrupted future coffee stocks - a civil war in Angola, bad weather in Colombia, an earthquake in Guatamala and coffee rust in Central America. According to a U.S. Controller's General's Report to Congress in 1978,

> "Price increases of over 250 percent in less than two years created a movement within the United States for a consumer boycott against coffee consumption, and the Department of State and private U.S. coffee roasters were criticized for not taking more forceful action to slow or lower these pricing trends."

The price of coffee to roasters (WHOLESALE) rose from $.50/a pound for green coffee to $3.50 a green pound. It became difficult to borrow in order to purchase green coffee and, consequently, the entire credit structure of the U.S. coffee industry was undermined. Commodity markets depended upon a constant supply, and consequently, stable prices again were threatened.

The coffee boycott of 1978 was a response to a change in traditional international trading patterns with Latin America. Yet today the United States continues to take a strong role in an international commodity agreement whose purpose is to eliminate such disruptions. But in doing so, non-tariff barriers to free trade have been created, i.e., export quotas which are negotiated every four years between major producing and consuming nations, taxes on coffee processed before it is exported; and preferential treatment of certain countries' commodities. As the largest consuming nation in the world the United States is a leader in the international organization which regulates the agreement: the International Coffee Organization located in London.

The International Coffee Agreement

Brazil has always been a leader in the effort to create international organizations to control coffee supplies since it is the world's largest producer. During the 1930's coffee trees (as old as twenty years) were ripped out when overproduction caused a drop in prices. To prevent this, several attempts were made to create international agreements:

--1936, Pan American Coffee Agreement

--1940, Inter-American Coffee Agreement

--1959, Latin American Coffee Agreement

All of these, except the first, were organizations of coffee-producing nations only. Similar to OPEC, Organization of Oil Producing Countries, they limited supply and attempted to set prices.

In 1958 steps were taken which resulted in an organization composed of importing and exporting countries. Regional organizations such as Inter-African Coffee Organization (IACO) and Coffee Federation of the Americas (FEDECAME), were joined by the United States. A draft document was presented to a United Nations Conference (1962) and the International Coffee Organization was created in 1965.

Through the International Coffee Agreement, among the oldest of international commodity agreements, 50 producer nations and 21 consumer nations agree to cooperate in order to stabilize prices and provide regular annual commodity flows into world markets. The United States, the largest consumer nation, has participated in 4 International Coffee Agreements (1962, 1968, 1976, 1982) with Congressional approval required every 3 years. Member nations receive votes in proportion to their share of international coffee trade. A major objective of this agreement is to balance supply and demand,

thus insuring fair prices for producers and consumers, as well as a stable supply of coffee.

Other objectives are to avoid harmful fluctuations of coffee supplies, stock and prices; to promote employment and income in member nations; to increase purchasing power of coffee-exporting countries through stable prices; and finally,

> "...in general, in recognition of the relationship of the trade in coffee to the economic stability of markets for industrial products, to further international cooperation in connection with world coffee problems." (Coffee Production and Marketing Systems, Comptroller General's Report to Congress, 1978-79)

The ICA has relied upon export quotas, so that when coffee production is up, quotas maintain stable prices and prevent "gluts" (or oversupply) to world markets. It works for the removal of obstacles to consumption such as import tariffs, internal taxes, and import quotas.

During the last two years, coffee prices ($1.25/green pound) have been relatively stable when compared with other commodities such as soybeans, sugar and cocoa. However, the last Coffee Agreement (1982) did not please all coffee-producing nations, however. Producer countries still believe prices are too low in relation to production costs. They also had a larger coffee surplus due to more productive and disease resistant coffee trees planted after the Brazilian frost. The need for higher export earnings to repay foreign debt puts extreme pressure on the fragile international commodity agreement.

Unfortunately, since world demand for coffee has not grown, increased coffee production put pressure on the International Coffee Organization to balance over-supply with individual needs of producter nations to gain larger export quotas and to reduce surplus coffee

stocks. The pressure to export more coffee has resulted in widespread smuggling and cut-throat competition among coffee producing nations. From the perspective of consumer nations the ICA had kept prices stable in the face of oversupply. Yet coffee producers' perspective is different. They are forced to sell to non-members and place coffee on the contraband market to distribute surplus coffee. Contraband coffee with falsified import/export stamps is often sold as growers are forced to circumvent the international agreement. Smuggling only deprives the developing nations of export duties and needed foreign exchange currency.

Another key problem which remains is the dependence of many Latin American and African countries on one crop. Economies which are able to substitute--food crops for coffee--have been able to balance sources of export earnings. Brazil is one good example with soybean production equal to coffee production today. Through organizations such as the International Bank for Reconstruction and Development and the Food and Agriculture Agency of the United Nations, attempts are underway to encourage crop diversification. Yet the flow of coffee today continues with the export quotas mentioned above to regulate the free interaction of supply and demand. Since world coffee consumption has not grown, and prices remain low, problems that have traditonally plagued coffee growers will continue.

Summary

The intent of this curriculum is to introduce economic concepts, clarify key issues of economic interchange, and to explain the dilemma faced by developing countries. Trade in primary commodities is vital to the countries of Latin America, Africa and Asia, yet it also raises

important issues about policy questions:

--Are barriers to free flow of coffee necessary?
--Should exports of primary commodities be emphasized to meet the challenge of foreign debt?
--How can "terms of trade" for Latin American nations improve?

Here are some questions that are posed to students at the end of the unit, Coffee Connections:

A. Does the agreement promote the fullest use of productive resources (environmental, human and capital)?

B. How does the agreement affect groups within both consuming and producing countries? Who is better or worse off?

C. Is it necessary for producer countries to maintain stable prices in order to best use their resources?

D. Should governments or organizations be able to restrict the market?

E. What is the best interest of each party in the multilateral negotiation?

- Adapted from JCEE

OVERVIEW OF UNIT:

The four lessons are intended to be an integral part of economics education in existing social studies courses. The case of the international coffee industry in California and in Brazil will dramatize the following economics concepts for students: commodities, factors of production (human resources, capital resources, and environmental resources), imports and exports, economic sectors, and terms of trade. Both visually through slides and experientially through a short decision-making activity, students will be able to grasp the interrelatedness of international markets between producers and consumers.

USE OF LESSONS:

Although the issues presented in the section, Coffee in the International Economy, are vitally important in today's world, they are highly complex to explain to students. By breaking down the concepts into a sequence of three lessons which include historical cases, concrete examples, and a brief role-play activity, teachers may decide to complete the lessons in sequence or to use them as discrete curriculum supplements. Most texts on Latin America introduce the importance of the coffee trade, yet few allow students to experience the interrelatedness of their lives with that trade.

GRADE LEVEL:

This curriculum unit is intended to supplement social studies instruction in grades six through twelve.

APPROPRIATE COURSES:

Economics instruction in courses on World Geography, World Cultures, World History, and Contemporary World Issues.

MATERIALS:

Slide Projector, Reading Assignments, Handouts 1 to 8

STUDENT OBJECTIVES

KNOWLEDGE: Students will

- -- understand international exchange of commodities, tangible goods exchanged for money, and give examples
- -- identify factors of production: land, labor, physical capital in the international coffee industry
- -- identify economic sectors (agricultural, industrial, commercial and service) within the producer nations and the consumer nations
- -- learn the history of California's international trade with Latin America in a case study of San Francisco's coffee industry
- -- examine the role of international commodity agreements in international trade

SKILLS: Students will

- -- locate producer and consumer nations on a world map and make generalizations about their interrelatedness
- -- survey their household's coffee consumption patterns and make applications to changing world coffee consumption patterns
- -- apply economic concepts through visual literacy activities which introduce slides of coffee production in the United States
- -- role-play the decision of a Brazilian farmer and critically examine that decision in the context of national and world events today
- -- explain the concept of "Terms of Trade" for developing countries

ATTITUDES: Students will

- -- empathize with the dilemma facing the coffee grower in Brazil and, on a broader level, with the dilemma facing developing nations whose export earnings are consumed by repayment of international loans
- -- appreciate the early pioneers contributions to Californis's coffee trade and the trends which have had an impact on that industry
- -- discover occupations within an international industry located both in California and in the developing nations of the world
- -- experience and, therefore, become sensitive to the interconnections between coffee consumers and millions of people in developing countries

LIST OF CONCEPTS AND UNDERSTANDINGS
RESOURCES

CAPITAL RESOURCES: There are two kinds of capital. First, capital may be money, investments, or other examples of monetary wealth. Second, capital may be tools, machines, buildings, and other equipment used to produce goods. In this curriculum unit, there will be many examples of the second definition of capital. Yet both are a critical part of the international coffee industry.

CAPITAL INTENSIVE: When the most important part of the production process involves the use of machines, equipment, and technology, then that production process is said to be capital-intensive. More frequently the industrial sector of the coffee industry is turning toward mechanization and computerization.

ENVIRONMENTAL RESOURCES: The land, climate, and geographic conditions which are utilized in the production of goods and services. In the international coffee industry the land may be mountainous or flat, but the climate must be temperate or cool. Coffee requires shade from the direct sun.

HUMAN RESOURCES: Labor is another factor of production. Sometimes labor means the workers as contrasted with managers, yet in the context of this curriculum the emphasis is on all types of human activities which are involved in world coffee production. These tasks, or occupations, are broken down into sectors (see below) to explain the various stages of the production process.

LABOR INTENSIVE: When the most important factor of production are the human resources which are required to produce the good or service, then the entire process is said to be labor-intensive. It is important to understand that in the coffee industry, all picking, raking, and sorting is done by hand. This requires large numbers of seasonal laborers in the developing producer country who are dependent upon the coffee industry within that country.

ECONOMIC SECTORS

AGRICULTURAL SECTOR: The environmental resources, capital and labor required to produce animal or plant products sold abroad or consumed domestically are the agricultural sector. In the coffee industry this entire economic sector is located in the producer nations of Asia, Africa, South America, Oceania, and North America. In North America the coffee producing regions are: Central America, Mexico, the Caribbean, Puerto Rico. Seasonal and full-time occupations involved are called in Spanish <u>cafeteros</u> <Cah-feh-tair-ohs> (pickers), <u>beneficios</u> <beh-neh-fee-see-ohs> (tend trees, rake and bag green coffee beans), and <u>finqueros</u> <feen-kay-rohs> (landowners). In Brazil the landowners are called <u>fazenderos</u> <fah-zehn-day-rohs> and farms are <u>fazendas.</u>

INDUSTRIAL SECTOR: Processors (called tecnicos <tek-nee-cohs>) include skilled technicians who prepare and manufacture products for sale. In the case of the coffee industry, it is important to understand that decaffeination (removing the caffeine through a chemical or water-based treatment) and freeze-drying are two processes which can occur in the producer nation or the industrialized nation. Until the 1960's consumer nations, such as the United States, actively opposed the introduction of coffee products into U.S. markets if they had been processed in the producer nation. Now many parts of the production process occur in the developing nations. Yet most of the industrial processing of the coffee industry occurs in the United States and Western Europe where large multinational corporations, like Nestle, Proctor & Gamble, General Foods, dominate the industry.

COMMERCIAL SECTOR: Those segments of the international coffee industry which are involved in the sale of the products are the commercial sector. This includes those who import and export products: the brokers, agents, wholesale and retail salespersons and other "middlemen".

SERVICE SECTOR: These occupations are not directly involved in making a product, but rather provide information, training, organizational skills, consultation. Teachers, doctors, lawyers, engineers, and others are examples of occupations in the service sector of the economy.

MARKETS AND PRICES

COMMODITY EXCHANGE: A commodity exchange is the market where of agricultural goods such as barley, corn, cotton, oats, soybeans, meat, wheat, beef cattle, hides, butter, coffee, pork, sugar, copper, gold, and lead. The Chicago Board of Trade is the largest commodity exchange in the World. There are two kinds of markets: Cash and Futures.

CASH MARKETS: Cash markets are the buying and selling of real commodities and the contract is completed when the goods are delivered.

FUTURES MARKETS: Futures trading involves the purchase and sale of contracts to receive or deliver certain quantities and grade of a commodity at a specified future time.

PRICE: The market for coffee sets the price based upon supplies and demand by consumers. Yet the market is not free since producing nations have agreed to limit their exports through an export quota system agreed upon at the International Commodity Agreement.

PRICE INELASTICITY OF DEMAND: Consumers don't tend to buy a great deal more coffee when coffee prices drop; nor do they buy a great deal less coffee when coffee prices rise. The economic concept of

price inelasticity of demand means that a price decrease results in such a small increase in quantity demanded that revenues (earnings) fall.

SURPLUS: When too much coffee is produced, producer nations either stockpile reserves within the country or try to put more green coffee beans up for sale in world markets. International coffee agreements set limits the amount sold by a producer nation and consequently they also force many nations to smuggle excess coffee stocks onto the world market.

INTERNATIONAL AGREEMENTS

INTERNATIONAL COFFEE AGREEMENT: Over fifty of the major producing and twenty consuming nations meet every six years to determine limits to the amount of coffee placed on world markets. Such quota systems are voluntary trade barriers whose purpose is to protect producers from a drastic drop in prices and to provide consumers with stable coffee supplies.

INTERNATIONAL MONETARY FUND: This is an agency created by United Nations whose purpose is to encourage free international trade through loans to countries with trade or foreign exchange deficits. In return for the loan the IMF is able to place restrictions on the country with the trade or foreign exchange deficit.

GENERAL AGREEMENT ON TRADE AND TARIFFS (GATT): In 1947 seventy-five member nations agreed to accept a code of conduct in order to end barriers to international trade. If one party grants a trade advantage to one country, then another country must grant the same advantage to all parties. Rules also limit the use of import quotas and other restrictions to the flow of goods.

UNITED NATIONS CONFERENCE ON TRADE AND DEVELOPMENT (UNCTAD): In 1947 at this conference a code of practical rules for fair trading in international commerce was set forth.

Lesson One: INTERNATIONAL COFFEE CONNECTIONS

Objectives:

Students will
-- brainstorm common crops, minerals and products associated with Latin America which are commodities, tangible goods exchanged for money

-- explore the nature of Latin America's traditional trade of agricultural commodities with industrialized nations

-- apply the concepts: export and import as they locate the coffee producer and consumer nations of the world

-- survey their own household's pattern of coffee consumption and calculate average North American consumption patterns

Materials:

Coffee Connections Today and in the Past Pre-test (Handout 1)
Map of Export/Import Routes for Coffee (Handout 2A)
Using the Map (Handout 2B)
Homework: Consumer Survey of Students' Households (Handout 3)

Introduction:

Latin American countries have historically supplied the world with raw materials and foodstuffs, called primary commodities. This role as an exporter of goods was complemented by consumer demand for those goods in industrialized nations. A good example of a Latin American agricultural commodity traded world-wide is coffee, second only to crude petroleum as a percent of international commodity trade. Through a pre-test students will be surprised at the international connections past and present which involve coffee. With a focus on California, students will broaden their view to consider the international trading partnerships and exchange routes which affect the trade of coffee world-wide.

Procedures:

1. Explain to students that not every nation is able to produce every good--agricultural or mineral resource, or industrial product--efficiently or economically. Historically, Latin America had the environmental resources (climate, land, location) to produce agricultural commodities or extract minerals. It also possesed the human resources--labor--for large-scale agriculture. Until the 1960's these agricultural and mineral products accounted for over seventy percent of Latin America's export trade. (Some cite 97%, Grunwald, 1966)

Over 25 million people in developing countries are employed in coffee agriculture.

Exports: Goods and services produced in one country and sent to another country for sale.

Imports: Goods and services sold in a country beside the one where they were produced.

2. Write on the board the headings: agricultural, mineral, fuel, forest and fishery products. These are the primary categories of products exported by Latin American countries. Ask students to guess the products under each heading:

Agricultural:	coffee, soybeans, beef, cotton, cocoa, maize, bananas, and wheat
Fishery products:	fishmeal, and shellfish
Non-fuel minerals:	copper, iron ore, bauxite
Fuels:	crude petroleum
Forest products:	timber, plywood, pulp, paper

3. In return the countries received money called foreign exchange, money in another country's currency, which is used to purchase needed products abroad. Agricultural and mineral commodities, tangible goods that are bought and sold, were the main way that Latin American, and many African nations as well, earned foreign exchange as recently as twenty years ago. Many nations continue to depend upon a sinlge crop; these economies are called monocultures.

4. Coffee is the commodity that everyone associates with Latin America. California and San Francisco have local connections to another region of the world through this industry which offers employment in food processing, distribution and sales.

   How many occupations can students think of in relation to the coffee trade? (Possible answers are: truck drivers, warehousemen, shippers, importers, exporters, machinists, tasters, packers, storeowners--wholesalers and retailers--brokers, clerical staff, computer operators, and more)

5. Through a quick pre-test students will guess about international connections which involve coffee in many regions of the world. Ask students to work in pairs since the answers are not as important as the activity which is intended to raise students' awareness of how coffee fits into the international trade network both today and in the past.

   Why is Africa important in the coffee trade?
   Why is Asia important in the coffee trade?
   When and why did people in San Francisco first import coffee?
   Why is coffee an important part of international trade?

6. Next handout the map of Import and Export Routes for coffee

(Refer to Handout 5, Slides and Discussion Questions for two slides of maps with and without routes marked.) The import/export routes on the map demonstrate the inter-connectedness of producer nations and consumer nations as trading partners. The teachers should explain that the earliest regions where coffee was grown are: Africa (East), Asia (Indonesia), and the Middle East (Saudi Arabia). Now it is grown at higher elevations throughout the mid-latitudes (23.5 N-23.5S). Sometimes it is grown on extremely large plantations (Brazil) and other times, as in Africa, on small farm plots.

Nine Latin American and thirteen African nations depend upon coffee for export earnings. Some, like Colombia, depend upon coffee exports for 61.7% of total exports (OAS, 1979) with one out of seven Colombians employed seasonally in the coffee industry. Remind students that Central American nations are part of North America.

7. Emphasize the aspect of interrelatedness of coffee consumers (the students and their households) with the millions of people around the world whose livelihood depends upon coffee production. Throughout the regions of Africa, Asia, and Latin America, the labor-intensive coffee industry employs large segments of the population, estimated at 25 million.

8. For many developing nations, coffee is the most important export commodity. These countries which depend upon one agricultural or mineral commodity are called monocultures because the entire economy depends on one product, usually in agriculture or mining.

9. Assign students the Consumer Survey to determine their household's use of coffee. Some classes may wish to add their own questions to the brief list of suggested questions.

   Has your household's coffee consumption increased or decreased?
   What do you and your classmates think of drinking coffee?
   Would you drink more coffee if the price droppped sharply?
   Would your faimly drink less coffee if the price rose sharply?

HANDOUT 1

TEACHER'S COPY

COFFEE CONNECTIONS TODAY AND IN THE PAST

1. How many countries depend upon coffee exports as a major source of foreign exchange earnings?
   a) less than 10
   b) 10 to 25
   c) 26 to 50
   d) 50 or more

2. What continents are the major coffee-producing regions?
   a) Asia, North America, and Europe
   b) North America, South America, and Australia
   c) North America, South America, Africa and Asia
   d) South America, Africa and Asia

3. What continents are top coffee-consuming regions?
   a) Asia, Africa and Latin America
   b) North America, South America, and Australia
   c) South America, North America, and Africa
   d) North America and Europe

4. Coffee was first discovered in
   a) Africa
   b) Middle East
   c) South America
   d) Asia

5. Coffee became a popular beverage in San Francisco during the 1850's due to the
   a) cold rainy climate
   b) arrival of the 49'ers
   c) increased shipping from the Isthmus of Panama
   d) warehouse facilities to store green coffee beans
   e) all of the above

6. In the 1880's San Francisco's coffee importers introduced the "cup test" to
   a) weigh green coffee beans
   b) test aroma of coffee
   c) determine taste and quality
   d) scientifically measure chemical balance in brewed coffee

7. Coffee imports in 1981 increased in
   a) Austria
   b) Japan
   c) Finland
   d) United States
   e) all of the above

8. The cities in the United States through which most coffee beans enter are
   a) Los Angeles, New Orleans, Chicago
   b) San Diego, Seattle, New York
   c) New York, San Fancisco, New Orleans
   d) Miami, Los Angeles, Tucson

9. During 1982, the percentage of the U.S. population drinking brewed coffee
   a) declined
   b) increased
   c) remained constant

10. Although coffee has remained the most popular beverage in the United States, coffee drinking has declined most in the age group
   a) under 30
   b) 30-40
   c) 40-50
   d) 50-60

11. The International Coffee Agreement (since 1962) is a quota system to limit the beans exported from producing nations in order to stabilize coffee prices. Member nations include
   a) 50 producing nations only
   b) 21 consuming nations only
   c) all producing and consuming nations
   d) 50 producing nations and 21 consuming nations

12. Developing nations caught in a critical foreign debt situation
   a) look to exports to improve the national economies
   b) pay out export earnings to service interest rate on debts
   c) depend upon coffee consumption in industrialized countries
   d) all of the above

HANDOUT 3

TEACHER'S COPY

CONSUMER SURVEY

1. How much coffee does one member of your household consume daily?
   a) 1-4 cups b) 5-8 cups c) 8-12 cups d) none

2. What time of day does someone in your household drink coffee?
   a) 6am - 8am b) 12pm - 4pm c) 5-10 pm d) never

3. Why does your household coffee-buyer purchase a particular brand of coffee?
   a) flavor b) price c) coupons d) other

4. What type of coffee does your household buy most?
   a) ground roasted b) whole roasted beans c) decaffeinated coffee d) instant coffee solids e) freeze-dried coffee f) none

5. How many pounds of ground roasted coffee does you household buy each month? (Ask your chief coffee-buyer at home!) _____.

CALCULATIONS

1. If one pound of coffee equals 32 cups (1 oz. = 2 cups), how many days will it take for your family to consume one pound of coffee? (See #1) _____

2. If the average North American consumes 12 pounds of coffee each year, how much is consumed in one month? 1 pound one week? 1/4 pound

3. If the average North American consumes 12 pounds of coffee each year, how many cups does each person consume? 384

RESEARCH

1. What are some ways that people in other countries drink or brew coffee?

2. How is caffeine removed from coffee beans?

3. How is coffee freeze-dried to create coffee solids or soluble coffee?

Lesson Two: CALIFORNIA'S COFFEE CONNECTIONS

Objectives:

Students will
-- understand the key world events which had an impact on California''s coffee trade: The Gold Rush, the Civil War, the opening of the Panama Canal, World Wars I and II

-- link California's early coffee roasting industry with the coffee plantations of Central America, South America and finally, the world

-- identify factors of production: human, environmental & capital resources

-- examine the economic sectors of the coffee industry today: agricultural, industrial, and commercial

Introduction:

Remind students that California's coffee connections have a long history. The pioneers who imported coffee took advantage of ships which had to make the long trip up the coast of South America before the Panama Canal existed. Today these same countries in Central and South America are major trading partners and still provide coffee to companies in the northern California region. This lesson is intended to introduce the history and to provide visual images of coffee production in California.

Materials:

A Reading: California's Early Coffee Pioneers (Handout 4)
The International Coffee Industry: Focus on California (Slide/ Discussion) (Handout 5)

Procedures:

1. Introduce the historical reading assignment with broad questions on the ways that historical world events opened California's markets to the international coffee trade: the Gold Rush, the Civil War, the opening of the Panama Canal, and World Wars I and II. How did each event affect San Francisco's and California's World Trade?

   The Gold Rush (1848): This event increased number of ships coming to California around the tip of South America, Cape Horn. In order to fill the ships, goods were traded along the way. Coffee was placed aboard ships in Central America (Costa Rica, Guatemala, Honduras, El Salvador, and Colombia). For of the growing population in San Francisco, coffee became a popular beverage to keep the miners warm in the cool climate.

   The Civil War: (1861-1865) One of the early Calfornia

importers, Joseph Brandenstein, hoarded tobacco before the Civil War. When war restricted the shipments of tobacco out of the South, he was able to make a fortune selling his tobacco stocks. This enabled him to import coffee.

The Panama Canal Opening (1914) More ships were able to travel from the Atlantic to Pacific oceans and the interchange of goods between the East and West coasts of the United States was greatly enlarged. "Pacific Coast-style" coffee became popular in the eastern part of the United States.

World Wars I and II (1914-18, 1941-45): During World War I coffee imports from Europe were cut off and the trading partnership between Central America and California became stronger. World War II resulted in coffee shortages and rationing, yet coffee companies survived.

2. Review vocabulary underlined in story:

Bankrupt:	someone who owes more many than they have and is unable to pay bills
Creditors:	a person or firm to whom one owes money
Export:	see Lesson One
Import:	see Lesson One
Invest:	to spend money to gain profit or interest
Partner:	two persons who work together in a business
Profit:	The return (money) received on an investment after the expenses are paid
Solvent:	able to pay all bills and meet all financial obligations
Trade:	exchange of goods or services
Wholesale:	the sale of large quantities of a good for lower prices than in a market (retail market)

3. Significant technological advances which made San Francisco's coffee industry unique are: "cup" testing, vacuum-packing, and recently the application of computer technology to the roasting and production process.

   Why are fewer and fewer employed in the production (industrial sector) end of coffee production in the United States? (Answer: computerization and mechanization of production due to high cost of labor and readily available technology).

4. During the slide discussion allow questions on each slide to encourage student involvement and participation. The economic concept under each slide is defined in the context of the slide description which follows the discussion questions. Since the curriculum is intended for use in economics education, it is important to emphasize the economic concepts as the class discusses the slides.

   Three Economic Sectors, the Agricultural, Industrial, and Commercial Sectors of national economies are involved in

coffee production. Ask students to try to identify each sector they see in slides.

What is an economic sector? Types of employment in the production of coffee may be grouped according to the part of the process which is taking place. For example,

- The Agricultural sector employs large numbers of unskilled seasonal laborers and occurs in the tropical developing country. (labor-intensive)

- The Industrial sector (roasting and processing) is largely in the industrialized countries, yet Brazil and Mexico lead the way in application of freeze-drying and decaffeination technology to create an industrial sector in producer nations.

- The Commercial sector involves sales and distribution in the industrialized countries. Although those occupations (wholesaler, retailer, roaster, distributor) depend on imported coffee, they are frequently now controlled by large conglomerate corporations: Proctor & Gamble, Copersucar, a Brazilian multi-national corporation, and Nestle, a Swiss multi-national.

Follow-Up Discussion:

What part of the coffee industry takes place in developing countries?

What part of the coffee industry takes place in industrialized countries?

What types of employment opportunities do you see? Where do you think that this coffee will be sold?

How can the company try to enlarge the market for coffee?

Lesson Three: COFFEE IN LATIN AMERICA

Objectives:

Students will
-- role-play a scenario in which students weigh the pros and cons of the decision to take out food crops and put in coffee trees as if they were partners in a Brazilian coffee fazenda

-- make generalizations about their decision and the impact upon the nation's total imports and exports ("terms of trade")

-- read about "Boom and Bust" cycles which affect the coffee grower and the economies of capitalist coffee-producing countries

-- identify multilateral international organizations which either promote (GATT) or restrict (ICA) free trade between developing and industrialized nations (see Economic Concepts and Terms)

Materials:

Decision-Making Activity:The Dilemma of Coffee for a Farmer in Brazil (Handout 6)
Understanding Terms of Trade (Handout 7)
"Boom and Bust Cycles for Coffee Producers: The Role of International Agreements" (Handout 8)

Procedures:

1. Introduce the decision-making activity by explaining that the best way to understand the realities behind the statistics on the chart is to "get into the shoes" of an individual in a coffee growing country. For this activity, students are asked to form groups of three or four partners who must make an economic decision about their large farmland in southern Brazil.

2. Before they begin, students need to understand the economic principle of price inelasticity of demand:

   - a decrease in coffee prices due to an increase in the amount of coffee sold in commodity markets, does not result in an increase in sales because consumers' needs do not change

   - consumer's demand for coffee does not increase (it is inelastic)

   - revenue, therefore, for coffee-producing nations drops because coffee prices decline and sales do not increase

   - over-production results in lower price, and lower revenue for coffee producers

3. When they are in their small group, they are to read the situation, consider the risks and the facts and come to one decision for the group. If there are questions about the farm or the economic situation, then they are to write a list of questions to save for the class discussion. There should be enough information to make a decision based upon available data.

4. Record each group's decision and reasons for their decision on the board. Also list any additional questions and assumptions the group wished to make. What have most of the groups decided to do: grow foodstuffs or coffee?

5. Here are some questions to encourage students to make generalizations:

   -- If more farmers decide to grow coffee, what will happen in the economy of the nation? Of the world?
   -- What will happen to the price of coffee world-wide?
   -- What will happen to the price of wheat, corn and soybeans?
   -- What will happen to national food supply if more farmers choose to grow coffee?
   -- How will the poor be affected by the decision of the farmers?

6. In order for students to make the connections between their decison-making experience and the problems of nations which are also caught in the dilemma of coffee production, export agriculture, versus agriculture or foodstuffs within the country, the following readings are provided to explain the economic concepts.

7. One major problem that confronts all nations and especially less developed nations (LDC's) is the problem of "Terms of Trade".

   "Terms of Trade" is an economic concept which refers to the difference between prices received for exports and prices paid for imports for a nation. The relationship between trading partners to which a country exports its products and the trading partners from which a country imports needed products are all key actors within the overall concept of "Terms of Trade". Essentially LDC's have low purchasing power or economic power as a result of poor terms of trade.

   The term was coined in the 1960's by a Latin American economist, Raul Prebisch (Economic Conference on Latin America) to describe the diminishing value of LDC export prices in the face of high prices for petroleum fuels and manufactured goods from industrialized nations.

   Handout #7, Understanding Terms of Trade, will introduce the concept with some examples for Latin America. The reading and the follow-up discussion will provide students with the background to understand the next reading assignment on business

cycles and commodity agreements.

Why did Latin American countries develop agriculture and mining industries?
What does the word monoculture (one crop economy) refer to?
What is a "terms of trade" problem?

3. One problem which has historically confronted coffee-producing nations are wild swings in prices, and therefore revenue (earnings) called "Boom and Bust cycles." These changes in the amount of a commodity sold and the prices received for that commodity have a significant impact on the economies of developing nations.

Handout 8, "Boom and Bust" Cycles: The Role of International Agreements is intended to be used together with the simulation, The Dilemma of Coffee (Handout 6). The reading introduces these questions for further discussion:

What are "boom and bust" cycles?
How have coffee producer nations tried to prevent wild price changes?
What is GATT, the General Agreement on Trade and Tariffs?
What is the International Coffee Agreement? (See Economic Concepts and Terms)
Does it prevent "boom and bust" cycles?

RECOMMENDED RESOURCES ON ECONOMICS EDUCATION:
FOCUS ON LATIN AMERICA

CURRICULAR RESOURCES

Joint Council on Economics Education. Part I: A Framework For Teaching Economics: Basic Concepts. Master Curriculum Guide in Economics for the Nations Schools. 1977

Joint Council on Economics Education. Strategies for Teaching Economics: World Studies. JCCEE, 1212 Avenue of the Americas, New York, N.Y. 10036. $6.00
--This and other curriculum materials from JCEE introduce concepts, rationale and utilize cases to introduce economics education into traditional social studies courses.

Koransky, Bruce. Teaching About the Consumer and the Global Marketplace, Global Awareness Series, Grades 4-12. Center for Teaching International Relations, University of Denver, Denver, Colorado 80208.
--Two sections of lessons on "The Consumer: Past Present and Future" and "The Consumer and the World" include concept-based lessons on trade, tariffs, protection, labor-intensive systems, capital-intensive systems and many other topics which are important in the treatment of international economics.

Johnson, Jacquelyn and John Benegar. Global Issues in the Intermediate Classroom. Grades 5-8. Social Science Education Consortium, Boulder, Colorado, 1981.
--A series of lessons on "Peanut Butter" and other products which involve many parts of the world are introduced in an activity-based format for elementary students.

Mings, Turley. The Study of Economics: Principles, Concepts and Applications. Dushkin Publishing Group, Inc. Guilford, Conn. 06437.

Pagett, Betty Strathman and Sonja Anna Hedlund. The Money Game. The Division of Education and Cultivation. The United Methodist Church. The Service Center, 7820 Reading Cincinnati, Ohio 45237 $2.50
--This is a simulation in which secondary students take the roles of developing and industrialized nations and divide up wealth based upon an exchange of money (pennies). Students report that they are pleased with the number of different perspecitves elicited in the simulation. (available from the SPICE/Africa Project, Lou Henry Hoover, 223, Stanford, California 94305).

BACKGROUND READING

Foreign Policy Association. Great Decisions. 1984. FPA, Inc. 205 Lexington Avenue, New York, NY 10016.

Grunwald, Joseph and Philip Musgrove. Natural Resources in Latin American Development. Resources for the Future, Inc. Baltimore: John Hopkins Press, 1969

Inter American Development Bank. Economics and Social Progress in Latin America. Natural Resources, 1983. Washington, D.C., 1983. Available annually.

International Coffee Organization, Coffee: The World Cup. 1979 22 Berners Street, London W1P 4DD, England.

Starbird, Ethel. "Coffee-The Bonanza Bean." National Geographic. March, 1981. pp. 388-407

U.S. Department of Agriculture. Foreign Agricultural Service. Washington,D.C. World Coffee Situation. January, 1983.

U.S. Department of Commerce. International Trade Administration. Washington, D.C. 20230.

RESOURCE ORGANIZATIONS

Brazilian Coffee Institute
767 Fifth Avenue
New York, NY 10022

National Federation of Coffee Growers of Colombia
140 East 57th Street
New York, NY 10022

Promotion Fund
International Coffee Organization
22 Berners Street
London WIP 4DD England

HANDOUT 1

COFFEE CONNECTIONS TODAY AND IN THE PAST

1. How many countries depend upon coffee exports as a major source of foreign exchange earnings?
   a) less than 10
   b) 10 to 25
   c) 26 to 50
   d) 50 or more

2. What continents are the major coffee-producing regions?
   a) Asia, North America, and Europe
   b) North America, South America, and Australia
   c) North America, South America, Africa and Asia
   d) South America, Africa and Asia

3. What continents are top coffee-consuming regions?
   a) Asia, Africa and Latin America
   b) North America, South America, and Australia
   c) South America, North America, and Africa
   d) North America and Europe

4. Coffee was first discovered in
   a) Africa
   b) Middle East
   c) South America
   d) Asia

5. Coffee became a popular beverage in San Francisco during the 1850's due to the
   a) cold rainy climate
   b) arrival of the 49'ers
   c) increased shipping from the Isthmus of Panama
   d) warehouse facilities to store green coffee beans
   e) all of the above

6. In the 1880's San Francisco's coffee importers introduced the "cup test" to
   a) weigh green coffee beans
   b) test aroma of coffee
   c) determine taste and quality
   d) scientifically measure chemical balance in brewed coffee

7. Coffee imports in 1981 increased in
   a) Austria
   b) Japan
   c) Finland
   d) United States
   e) all of the above

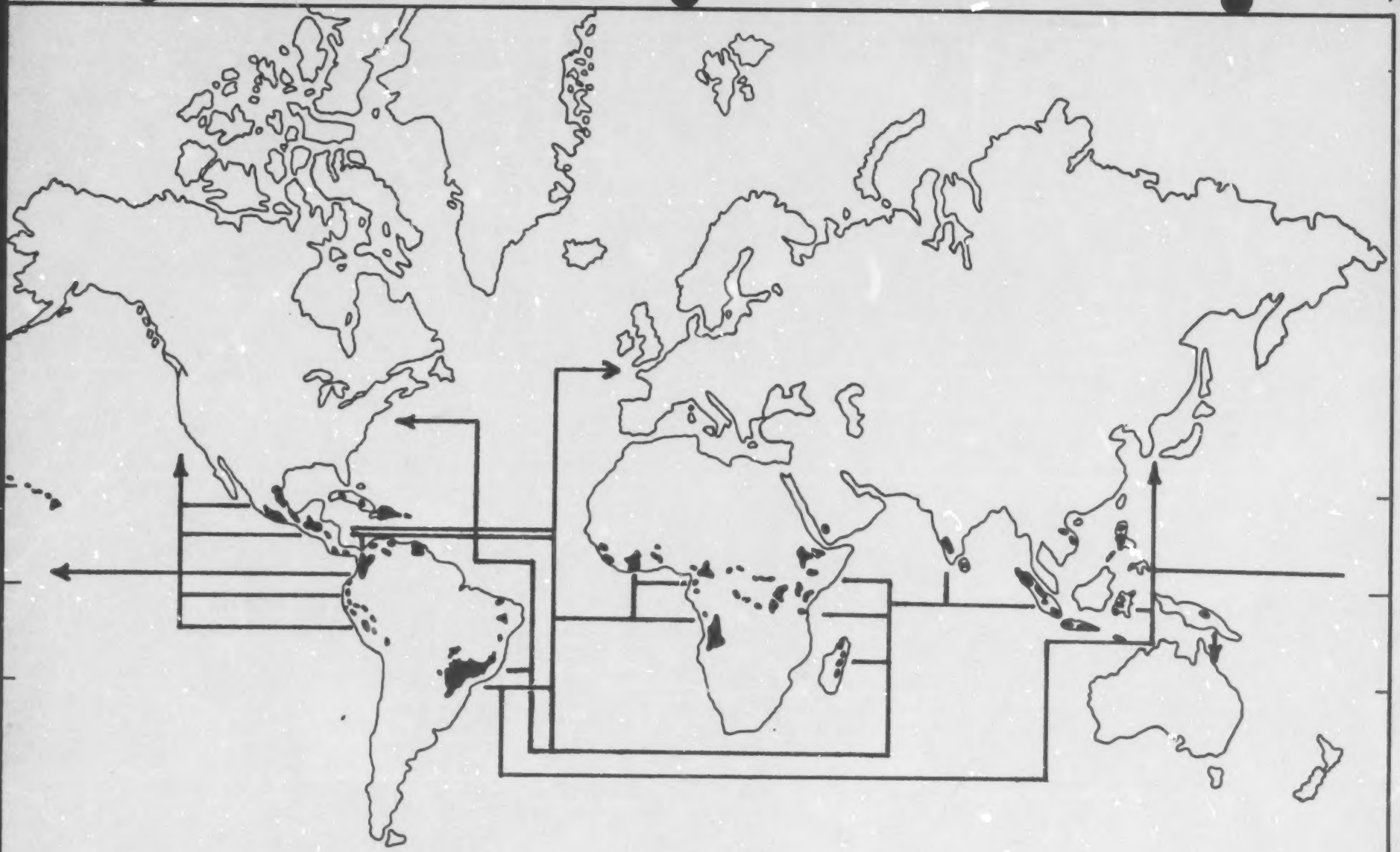
8. The cities in the United States through which most coffee beans enter are
   a) Los Angeles, New Orleans, Chicago
   b) San Diego, Seattle, New York
   c) New York, San Fancisco, New Orleans
   d) Miami, Los Angeles, Tucson

9. During 1982, the percentage of the U.S. population drinking brewed coffee
   a) declined
   b) increased
   c) remained constant

10. Although coffee has remained the most popular beverage in the United States, coffee drinking has declined most in the age group
   a) under 30
   b) 30-40
   c) 40-50
   d) 50-60

11. The International Coffee Agreement (since 1962) is a quota system to limit the beans exported from producing nations in order to stabilize coffee prices. Member nations include
   a) 50 producing nations only
   b) 21 consuming nations only
   c) all producing and consuming nations
   d) 50 producing nations and 21 consuming nations

12. Developing nations caught in a critical foreign debt situation
   a) look to exports to improve the national economies
   b) pay out export earnings to service interest rate on debts
   c) depend upon coffee consumption in industrialized countries
   d) all of the above



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HANDOUT 2B

INTRODUCTION: Coffee producing nations are those which fall between the tropics of Cancer and Capricorn on a world map. Yet coffee is not a tropical crop, but is grown at higher elevations where climate is temperate. Consumer nations are located in the Northern Hemisphere where climate is colder.

USING THE MAPS:

1. Name the four or five largest coffee growing nations of the world by continent.

2. Where does San Francisco's coffee come from?

3. Where does Japan's coffee come from?

4. Where is coffee <u>not</u> imported?

5. Where is <u>most</u> coffee imported?

LOCATE THE FOLLOWING COFFEE-PRODUCING NATIONS, AND LIST UNDER THE CONTINENT TO WHICH THEY BELONG:

India	Indonesia	Costa Rica	Cuba
El Salvador	Ethiopia	Angola	Malaysia
Ivory Coast	Sierra Leone	Vietnam	Yemen
Uganda	Zaire	Brazil	Colombia
US-Hawaii	Venezuela	Mexico	Burundi
Guatemala	Nicaragua	Philippines	US-Puerto Rico
Kenya	Thailand	Haiti	Ecuador
Bolivia	Peru	Paraguay	Jamaica
Panama	Cameroon	Madagascar	Rwanda
Central African Republic		Tanzania	

SOUTH AMERICA	AFRICA	ASIA	NORTH AMERICA	OCEANIA

HANDOUT 3

CONSUMER SURVEY

1. How much coffee does one member of your household consume daily?
   a) 1-4 cups b) 5-8 cups c) 8-12 cups d) none

2. What time of day does someone in your household drink coffee?
   a) 6am - 8am b) 12pm - 4pm c) 5-10 pm d) never

3. Why does your household coffee-buyer purchase a particular brand of coffee?
   a) flavor b) price c) coupons d) other

4. What type of coffee does your household buy most?
   a) ground roasted b) whole roasted beans c) decaffeinated coffee d) instant coffee solids e) freeze-dried coffee f) none

5. How many pounds of ground roasted coffee does you household buy each month? (Ask your chief coffee-buyer at home!) _____.

CALCULATIONS

1. If one pound of coffee equals 32 cups (1 oz. = 2 cups), how many days will it take for your family to consume one pound of coffee? (See #1) _____

2. If the average North American consumes 12 pounds of coffee each year, how much is consumed in one month? _____ one week? _____

3. If the average North American consumes 12 pounds of coffee each year, how many cups does each person consume? _____

RESEARCH

1. What are some ways that people in other countries drink or brew coffee?

2. How is caffeine removed from coffee beans?

3. How is coffee freeze-dried to create coffee solids or soluble coffee?

HANDOUT 4

SAN FRANCISCO'S EARLY COFFEE PIONEERS

Based upon an article published in the California Historical Courier (August, 1982) entitled "Coffee Roasting California Style: Three San Francsico Pioneers" by Jean Sherrell, Courier editor.

It was the early 1820's. At about the time that Europeans were reading about the far-away town of Mission Dolores, English planters were setting out coffee bushes on Costa Rica's high volcanic slopes and tablelands. In the 1830's, setting the stage for the coffee trade that was to develop, first the New England whalers then the Boston traders sailed into the port of Yerba Buena (San Francisco) and ended its isolation from world trade. With the discovery of gold, San Francisco's shipping trade multiplied and more ships shuttled between San Francisco and the Isthmus of Panama, putting into Pacific ports for fuel and supplies. These ships needed cargo, and Costa Rican coffee was convenient. Guatemala, envying Costa Rica's export situation, welcomed German and Belgian planters to her high plateaus. Thus, although most Central American beans still went to Europe, some began to reach the nearby Pacific Coast market. At that time, most of the beans that reached San Francisco originated in Central America, though some limited amounts of true "Java" and "mocha" beans did come via the East Indies from Arabia and Indonesia.

San Francisco was ripe for the coffee trade. The muddy tent-city's rapid Gold Rush population growth was changing it into the West's principal trading center. Excellent warehouse facilities and the mild, cool summer climate made the city ideal for storing green coffee beans. Finally, and just as important, the pioneers liked a good cup of coffee. Many "coffee houses" were popular in the San Fancisco of the 1850's since few men cooked for themselves in their rooming houses. Of those Californians who didn't frequent "coffee houses", most of them ground and roasted their own coffee. Only a few grocery stores would roast and grind green coffee beans for their customers.

One of the first to recognize the need for someone to roast and grind coffee (especially for gold miners who were forced to drag grinding mills, roasting equipment, and green beans up to the Sierra mountains) was William Bovee. Born in Ohio, Bovee headed West to mine gold after a fire destroyed his small coffee roasting business in New York in 1848. Bad luck in California's gold fields where one of his group gambled away money for blankets and supplies, led Bovee to hire 14-year old James Folger to help build Bovee's Pioneer Steam Coffee and Spice Mills in San Francisco. Young Folger had come West with his two olders brothers after an 1846 fire destroyed their livelihood in Nantucket's dying whaling industry. He only worked for Bovee for

a year, though, before he headed for the gold fields too. Bovee's "Pioneer" label on the small tins of ground, roasted pot-ready coffee proved popular in San Francisco and in the gold fields. Young Folger took orders for coffee and spices while he also panned for gold.

Luck and hard work paid off for Folger when, in 1852, he made a gold strike near Wood's Creek, just outside of Sonora. He used his gold to buy a store of his own in the area which he sold two years later for a fine profit. Then he returned to San Francisco and, shortly, decided to rejoin Bovee by investing in his coffee and spice company. Folger also became the captain of a volunteer fire company and member of the Committee of Vigilance (a volunteer police force), for arson was common in lawless Gold Rush San Francsico.

Bovee had taken another partner, Ira Marden, to pay for a new building, so the firm was now Bovee and Marden. In 1859, Bovee himself went off to try hydraulic mining in the gold fields. He sold out to twenty-four year old Folger who became a full partner in the business. Marden and Folger prospered in the years before and during the Civil War by selling coffee, tea, baking powder, and extracts, such as vanilla and peppermint, up and down the West Coast. But after the Civil War there was an economic collapse. With no money to pay their debts, in 1865 Marden and Folger went bankrupt.

In the late 1860's and 1870's San Francisco had a tumultuous and unconventional business climate where speculation and bankruptcy were common. It was in this roller-coaster economic environment that Folger was able to convince his creditors that they would get their money back if he could take his roasters, mills, bags and go back to work. And, sure enough, by 1874 he had bought out Marden and the firm of J.A. Folger & Co. was solvent again.

Bad luck also resulted in good fortune for the founders of another of San Francsico's coffee roasting companies. Seventeen year old Joseph Brandenstein left his home in Humme, Germany in 1850 and came to California to find gold and to avoid serving in the army. Joseph was well educated, a scholar and poet as well as experienced in commerce, and arrived with a tidy sum. Shortly after he arrived in the mines, other pioneers robbed him of his "tidy sum" and he was forced to go to San Francisco penniless. After holding various jobs he formed a co-partnership with Albert and Moses Rosenbaum in wholesale leaf tobacco and cigars. Joseph had the wisdom to stock up on the Virginia tobacco, and, during the Civil War when tobacco was scarce on the Union side, he did finally make the big strike that he had sought in the Gold Country. He was able to build a Victorian mansion on the corner of Gough and California streets where he raised his ten children. Three of his sons, Max, Edward, and Mannie, formed the MJB Company. Mannie, as he told his daughter Ruth Bransten McDougall, was in coffee from the "grounds up"-- but his older brother Max actually founded the M.J. Brandenstein Company.

Max established his company after buying out John Siegfried, his partner in a company which had imported rice, tea, matting, crytal beads, sugar, lumber, and rattan furniture since 1881. His brothers, Mannie and Edward, joined him in 1889 after they had become partners in another company which had imported coffee, tea, and spices. They insisted that coffee be added to the basic tea and rice lines when they joined M.J. Brandenstein Company.

Other pioneers in San Francisco's coffee roasting industry came to California after the transcontinental railraoad was completed. Austin and Reuben Hills migrated form Maine to California with their parents in 1873. Their father, Austin Hills, was a shipwright and master builder of a number of ferry boats used n San Francisco Bay at that time. He had commuted frequently between that city and his family in Maine. When the railroad made travel less grueling, he moved his family to San Francisco. Young Austin and Reuben held various jobs until 1878 when they formed a partnership under the name Hills Brothers and set up a stall in the old Bay City Market selling butter and eggs. In 1882, they bought another store which sold coffee, teas, spices, and flavoring extracts. As their business grew and other products were added, the brothers learned of new process to vacuum pack foods. They were the first to package coffee by this method in 1900.

What has made California's coffee unique in the United States since the 1800's? Importers selected beans based not only on their appearance and the buyer's knowledge of the varieties of beans. but also the "cup test". It was introduced in the 1880's to determine taste and quality. Since coffee cannot be tested for quality by chemical tests alone, the cup test relies upon only the senses of taste and smell. "Cuppers", who begin training at an early age to develop their senses, discovered that coffee grown at high altitudes had superior qualities. With the use of the cup test and the vacuum-packed can, "Pacific Coast Style" coffee became known for its milder, lighter, and more flavorful "medium roast".

During the twentieth century California's population grew rapidly as did the consumption of coffee and Folgers, Hill Brothers, and MJB thrived. At the time of the Panama Pacific International Exposition (1915), the coffee roasting companies knew that they had to increase their imports. Only 1/8 of Central American coffees were moving through the San Francisco/Oakland Bay Area. Between 1915 and 1919, after World War I cut off trade with Germany, coffee imports tripled and the rich aroma of coffee became one of the city's characteristic scents along with Ghirardelli Chocolate, the vegetables in the stalls of the Produce Market, Italian salamis and meats, and the Peking Duck hanging in Chinese markets.

Today fewer roasters are located in San Francisco's south-of-Market and some companies have moved roasting plants to the suburbs in the East Bay (Union City). The three pioneer

companies survived through the up-and-down cycles of coffee, sugar, and rice prices. World War II brought extreme shortages, yet the companies weathered each crisis. Finally in 1963 Proctor & Gamble bought Folgers and Hills Bros. was bought by Copersucar (a huge Brazilian complex involved in coffee, sugar and industrial alcohol) which in turn sold out to the Swiss multi-national corporation Nestle. MJB is still being operated by the third generation of the Brandenstein family (now Bransten). The San Francisco/Oakland Bay Area still ranks high among the country's green coffee importers and roasters along with New York, New Orleans, and Houston. More and more, however, coffee solids (instant coffee) and decaffeinated beans are being processed in Brazil, Colombia, Mexico, and other coffee producing nations. For well over a hundred years, the San Francisco/ Oakland Bay Area has maintained its economic ties with Central and South America.

Excerpts adapted for students with the permission of the California Historical Society, 2090 Jackson Street, San Francisco, California 94109. Nov. 22, 1982

DISCUSSION:

1. What world events resulted in the growth of California's international trade? In the 1800's? In the 1900's? Today?

2. During the 1800's what routes did most ships coming to California take?

3. Who were the first to start grinding and roasting coffee in San Francisco? How did luck, catastrophe and ingenuity play a part in the early coffee industry?

4. What new processes did Californians invent which increased coffee production?

5. What international changes today are having an impact on California's coffee industry?

FOLLOW-UP:

Many international ships which transport coffee--green beans and instant coffee solids--are no longer docking at the Port of San Francisco as once was done. Instead, they are using the Port of Oakland. Also, many coffee companies are moving their production plants away from the urban centers to suburban areas.

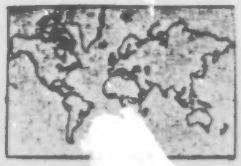
What explanations can you make for these important trends?

What is the impact on the city of San Francisco?

What is the impact on the suburban areas?

THE INTERNATIONAL COFFEE INDUSTRY: FOCUS ON CALIFORNIA
SLIDE/INQUIRY DISCUSSION

1. Map of Coffee Producing Regions of the World
   Concept: Environmental Resources



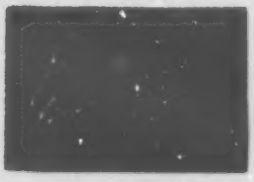
ON WHAT CONTINENTS IS COFFEE GROWN? WHAT COUNTRIES HAVE A TEMPERATE TROPICAL CLIMATE?

Coffee is produced in Asia, Africa, and Latin America at higher elevations. Use the map to locate darkened coffee growing areas between the latitudes called the Tropics of Capricorn and Cancer. These environmental resources-fertile volcanic soil, high rainfall, cool evenings, hot days- give this region an absolute advantage to produce coffee.

2. Coffee, a Product of Kenya
   Concept: Export Commodity

WHAT IS AN EXPORT COMMODITY?
WHAT AFRICAN COUNTRIES EXPORT COFFEE?
Angola, Burundi, Cameroon, Central African Republic, Ethopia, Ivory Coast, Kenya, Madagscar, Rwanda, Sierra Leone, Tanzania, Uganda and Zaire are the main countries which send green coffee beans abroad for sale. This coffee is an export commodity, a natural product exchanged for money abroad.

3. Coffee from Brazil
   Concept: Primary Export Commodity



WHAT IS A PRIMARY COMMODITY EXPORT?
WHAT IS THE IMPORTANCE OF COFFEE FOR BRAZIL?

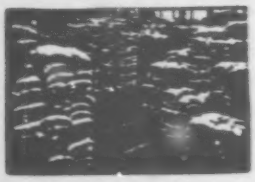
Main primary commodity exports of Latin America are foods, agricultural raw materials, non-fuel minerals, crude petroleum. (Forest and fisheries are two other catergories). At one time Brazil's export earnings from coffee earned over half of its foreign exchange. Now Brazil exports as much soybeans as coffee.
Today coffee accounts for only 13% of primary (agricultural and mineral) products exported by Brazil, yet amounts to one third of world's coffee.

. Import/Export Routes for Coffee
Concept: Trading Partners

ON WHAT CONTINENTS IS COFFEE CONSUMED? LOCATE CALIFORNIA'S TRADING PARTNERS IN COFFEE.

Europe, North America and Australia and are primary consumers of coffee. Brazil, Colombia, Nicaragua, Costa Rica, Haiti, Panama, Guatemala, and Honduras are the chief coffee-producing nations with Peru, and even Paraguay as secondary coffee production areas.
California's trading partners are Guatemala, Costa Rica, Honduras and Colombia.

5. Green Coffee Warehouse
Concept: Import Commodity



WHERE DOES CALIFORNIA'S COFFEE COME FROM?
WHAT IS PORT-OF-ENTRY?

California's coffee comes from Central America and western South America. San Francisco is the third most important port-of-entry for coffee in the United States, after New York and New Orleans. The historic ties with Central and South America are the basis for California's coffee trade today.

6. Coffee Grinding and Blending
Concept: Industrial Sector

WHY IS THIS AN EXAMPLE OF AN INDUSTRIAL SECTOR OF THE INTERNATIONAL COFFEE INDUSTRY?

The process by which green beans are roasted, ground, and packaged is the industrial sector (or part) of the international coffee industry. Until the last 20 years little coffee processing took place in Latin America. Now freeze-drying and decaffeination plants are located in Mexico, Colombia and Brazil.

7. Coffee Roaster
Concept: Capital Resources

WHY IS THIS AN EXAMPLE OF CAPITAL?

The factors of production are usually considered land (environmental resources), labor (human resources) and capital. The capital can be in two forms: money invested or tools, machines, and buildings. The machinery shown here is the large coffee roaster at the M.J.B. Coffee Plant, Union City, California.

8. Coffee Taster
Concept: Human Resources

WHAT PART OF THE PRODUCTION PROCESS CAN NOT BE DONE BY MACHINE? WHY IS QUALITY CONTROL IMPORTANT IN FOOD INDUSTRIES?

Since the 1880's the best way to determine taste and aroma of brewed roasted coffee is the tasting process. In the background is a poster of the process as it took place in the early twentieth century. San Francisco coffee roasting companies developed the "cup test" and "vacuum-pack" process.

9. Coffee Packaging
Concept: Capital-Intensive

WHY IS THIS AN EXAMPLE OF CAPITAL-INTENSIVE METHODS OF PRODUCTION?

When machines are the most important part of the process as contrasted with what is done by manual labor then that production process is said to be capital-intensive. Fewer and fewer laborers are needed in a capital-intensive industry.

10. Coffee Packaging
Concept: Labor-Intensive

WHY IS THIS AN EXAMPLE OF LABOR-INTENSIVE METHODS OF PRODUCTION?

Since the coffee is packaged by hand labor, then this part of the production process is called labor-intensive. The most labor-intensive aspects of the coffee production process occur in developing countries.

11. Warehouse
Concept: Surplus

WHAT HAPPENS TO PRICES WHEN THERE IS MORE COFFEE IN THE MARKETPLACE THAN CONSUMERS ARE WILLING TO PURCHASE?

Coffee prices fall and rise on a week-by-week basis depending upon the New York Board of Trade commodity market. Export quotas exist as a means to limit excess supplies. These quotas are voluntary trade barriers which influence the interaction of supply and demand for coffee. Every 4 years the International Coffee Agreement arranges quotas.

12. Computerized Inventory
Concept: Commercial Sector

HOW DOES THIS PERSON CONTRIBUTE TO THE SALES AND DISTRIBUTION PROCESS? WHY IS THIS CALLED THE COMMERCIAL SECTOR?

Sales depend upon inventories of coffee as well as the ability to move quantities of coffee from place to place. When these steps are computerized then the sales move more smoothly and more efficiently. The commercial sector of the industry includes wholesale (sales to distributors, restaurants, hospitals, etc.) and retail (sales directly to consumers) sales.

13. Clerical Support Systems
Concept: Service Sector

WHY ARE DATA PROCESSORS, CLERICAL ASSISTANTS, COMPUTER TECHNICIANS, AND EVEN LAWYERS AND TEACHERS, PART OF THE SERVICE SECTOR OF THE U.S. ECONOMY?

Although people in these occupations are not dirctly producing a commodity or product that one can hold in your hand, their services are important and useful to everyone in the economy. The California coffee industry is part of a network of food production industries-tea, rice, seasonings, cocoa, nuts, palm oil, and more-from developing countries.

HANDOUT 6: THE DILEMMA OF COFFEE: A DECISION-MAKING ACTIVITY ABOUT BRAZIL

THE SITUATION

You and your two partners own a large, successful farm about 60 miles southwest of Sao Paulo. You have been growing wheat, corn, and soybeans--three crops that are basic to the Brazilian diet. The government is willing to provide loans and agricultural consultants as incentives for larger food crops and to encourage a diverse agricultural economy.

Some of your neighbors grow coffee and they urge you to join them. They admit that in the past, coffee prices have jumped up or down with little warning. Usually the price has been too low. Yet coffee is still popular in colder regions on the world and prices are high now. Despite the fact that the government is eager to have farmers increase diversified production, international debt has resulted in a national shortage of foreign currency, which is earned when coffee is sold abroad. The local banker is a relative and may offer a loan in return for a share in the profit expected from large coffee sales.

Here is a fact sheet: Study it and then decide:

SHOULD YOU AND YOUR PARTNERS TURN HALF OF YOUR CROPLAND OVER TO COFFEE TREES?

FACT SHEET

1. A serious frost last year destroyed thousands of Brazil's coffee trees. There will be less to sell abroad.

2. Demand for coffee is increasing in Europe and the United States. This will keep prices high.

3. Japan, too, has become a nation of coffee drinkers. In 1972, the Japanese hardly imported any coffee. Suddenly, they are now a major buyer.

4. Your land is perfect for coffee. The hills range from 1,000 to 3,000 feet above sea level. The temperature in the growing season ranges from 60 to 70 degrees Fahrenheit, and the rainfall of 50 inches comes at the right time.

RISK SHEET

1. It takes 4-5 years for a coffee tree to produce.

2. One tree will yield enough beans for a one pound can of coffee each season.

3. You are new at coffee growing and must rely upon an unskilled, uneducated labor force as coffee must be handpicked.

CONCLUSION

As a businessman, decide what is in your best interest.

Adapted from materials developed at Global Perspectives in Education, 218 East 18th Street, New York, NY 10003, 1984. Adapted with permission.

HANDOUT 7: Understanding Terms of Trade

Most economists agree that trade helps all countries that engage in it. Latin America, it has been explained, has always played an important role in world trade as a supplier of agricultural and mineral commodities. Yet historical relationships were not always based upon interchange between equal trading partners. Less developed countries (LDC's) such as those found in Latin America have economies which are significantly less industrialized and/or service oriented. Formerly they were colonies of other countries. Their participation in the world market began during the colonial era. As colonies, their economic development was for the benefit of the ruling nation. Since ruling nations needed raw materials to fuel their own industrial development, labor-intensive agricultural or mineral extraction industries developed during the colonial period continued to be carried on after each nation became independent.

At the same time, new economic activities began to develop in the less developed countries. Small industries such as textiles began to produce goods for internal consumption. Later, other industries were introduced in an effort to reduce the amounts of goods that developing countries needed to import. Yet, all the while the exchange of primary raw materials continued to be a major export industry. Many Latin American countries export only one major agricultural or mineral commodity. Thus, prices for this commodity on the international market (see Concepts,) have a

major impact upon the amount of foreign currency earned by developing nations.

The reliance upon one major export crop by a country is called monoculture. Such countries are usually found in Africa and Latin America. International organizations exist which offer loans and agricultural advisors to encourage these countries to grow a variety of crops. Nonetheless, even nations like Brazil, which has been able to diversify its agricultural industry--from frozen orange juice to soybeans to frozen chicken--still relies upon coffee as a key agricultural commodity.

A problem that LDC's that rely upon export of one or two commodities face in regard to trade is the "terms of trade" problem. "Terms of Trade' refers to the difference between the prices paid for imports and the prices received for exports. Because prices for goods imported by LDC's are rising, while prices for commodities exported by these countries stay stable or drop, each year the amount of foreign exchange purchased by their commodity sales is less. This has been true for many countries which rely on natural commodities--cocoa, cotton, sugar, bananas, copper, tin, iron, bauxite--to earn foreign exchange abroad. Prices of oil, manufactured goods and technology have increased while commodity prices have declined.

The need to borrow foreign capital (money) to buy equipment, technology and industry has created a vicious cycle of debt for nations which receive less and less foreign exchange for their commodities and must pay higher and higher prices for fuel, technology and manufactured goods.

HANDOUT 8: "Boom and Bust" Cycles for Coffee Producers:
The Role of International Agreements

Coffee, like oil, cocoa, rubber, tin, sugar and other natural commodities, is usually produced and traded through the market system of capitalism. In a capitalist society, the commodity production system, as well as industrial and financial firms, are privately owned by large corporations. These privately owned corporations create profits which, in turn, enlarge spending on equipment and new businesses. This type of spending employs more people who spend more and want more goods and services. As this demand goes up, the economy is able to produce more and employ more. Thus, the Gross National Product or GNP (total value of goods and services sold = total incomes earned in producing the goods and services) rises. This type of business cycle is called a "Boom".

The opposite also occurs: earnings fall; fewer businesses begin; little equipment is purchased; no new jobs are created; unemployment rises; and the overall growth of the economy slows. This is called a "Bust" business cycle. These cycles affect both industrialized and developing countries which trade and produce in a capitalist society.

The capitalist coffee-producing nations have traditionally faced the especially extreme problem of "Boom and Bust" cycles. These business cycles can be explained with an example from the international coffee industry:

1. High coffee prices increase profits which are spent on bringing more and more land into coffee production. More and more workers are employed (seasonally) as the economy grows during the "Boom".

2. Since opportunities are strong, coffee growers invest in higher producing coffee plants which increase longterm coffee supplies when they are harvested in 4-5 years.

3. Within five years coffee production around the world has risen which results in a surplus. Over-supply means that prices drop since consumers don't demand more coffee even when prices are low. (Tastes don't change!)

4. With low prices, earnings fall which means coffee-producing nations earn less and less foreign exchange. The dwindling profits create the "Bust" business cycle conditions.

5. The downturn continues with high unemployment, little investment, and slow economic growth until a frost, crop disease, or other disaster would cause a shortage of coffee, driving prices up and starting the cycle over again.

Developing countries whose economies are largely dependent upon one commercial agricultural or mineral commodity are especially harmed by the changeable economic cycles of capitalism. Inflation poses another hazard for their economies. Inflation is a term that describes a persistent rise in prices. Although commodity prices have fallen, other goods and services prices have risen dramatically. Especially in countries which limit the amount of their commodities exported, world prices rise because output is limited. Coffee-growing countries have tried to limit coffee supplies during the last thirty years into order to keep prices stable, earnings high and to prevent the extremes of "Boom and Bust" cycles.

In the 1940's before World War II, attempts were made by Brazil and other coffee-growing nations in either Africa or Latin America to join together to limit coffee exports on a country-by-country voluntary basis. Early attempts were producer organizations which functioned as a cartel, a group of commodity producers which attempted to determine world prices by limiting supply. (Today OPEC, Organization of Oil Exporting Countries, remains a cartel as it has been defined.) This was done to end the "bust" part of the cycle for

commodity exporting countries when their earnings fell and their economies suffered.

In the years following World War II, developing nations wanted to improve their opportunities to export natural commodities, and manufactured goods and to import manufactured goods freely without trade barriers such as tariffs, duties or import quotas. In 1948, a United Nations conference resulted in GATT, General Agreement on Tariffs and Trade, which many nations supported the elimination of import tariffs and "favored nation" agreements which were unfair to other nations. The fact that many nations - developing and developed - could begin to discuss and recommend economic cooperation was important. That agreement led the way for many other multilateral (many sided) international economic organizations, one of which is the International Coffee Agreement (ICA).

Nations which are coffee-exporting economies were earger to begin international disucssions on their problems of "boom" and "bust" cycles. Earlier, small regional groups (in Africa, South America or Central America) had met to discuss common problems. Yet in the years which followed World War II, even consumer nations such as the United States began to see the need for developing nations to maintain stable prices for their commodities.

In 1962 the first agreement was signed when producer and consumer nations finally agreed to restrict the amount of coffee they would export. In order to prevent over-production or "gluts", each producer nation would abide by export quotas, voluntary trade barriers established in a forum or discussion of nations. Other restrictions to free coffee trade such as import tariffs (taxes on entry in a

country), internal taxes, and preferential agreements were opposed. (Yet many African nations continue to trade with their former European "mother country". As former colonies they were tied by historical relationships with Europe, formalized in an agreement called the Lome <Low-may> Convention.)

Every six years, representatives of 50 producer and 20 consumer nations meet as members of the International Coffee Association to discuss and vote on the coffee export quotas. Member nations receive votes based upon their portion of international coffee trade. Consequently, Brazil is the most influential coffee producer nation and the United States is the most influential coffee consuming nation. Producer nations attempt to gain higher export quotas so they can earn increased revenue and more foreign exchange. Thus, through the International Coffee Agreement the supply of coffee is limited in an attempt to control prices and revenues.

Does the agreement work? As with all negotiated agreements member nations and non-member nations are not always pleased with the result. Coffee producers generally feel that prices remain <u>too</u> low while consumers are pleased with stable prices. Yet in 1977, a frost in Brazil and a war in Angola reduced the international coffee supply drove coffee prices sky high. Consumers, angered by the high prices and unpredictable coffee supplies, began to write their congressmen, boycott coffee, and/or hoard what coffee they could buy. In that case, a time of extremely low supply and high prices, the commodity agreement was unable to react to a crisis. The coffee export quotas are trade barriers which are able to prevent the price drop which accompanies over-supply, but are unable to deal with times of <u>low</u>

production because no surplus (buffer stock) is maintained in case of low supplies. (Other commodity agreements like tin and rubber, do create buffer stocks.)

Nations that are not members of the International Coffee Association want to export more coffee in an attempt to break into the restricted international coffee market. From the perspective of non-ICA members, the International Coffee Agreement acts as a barrier to free trade. Smuggling and illegal export stamps are two ways that non-member nations try to export their products.

The debate on commodity agreements is an important part of the discussion of international trade, since developing nations and consumers are both affected. Multilateral agreements like the International Coffee Agreement have existed in the capitalist world market system for several decades now.

Here are some key issues for you to consider as you evaluate the advantages and disadvantages of International Commodity agreements like those which exist for tin, rubber, sugar, and coffee. Use your knowledge from this unit to discuss:

A. Does the agreement promote the fullest use of productive resouces (environmental, human and capital)?

B. How does the agreement affect groups within both consuming and producing countries? Who is better or worse off?

C. Is it necessary for producer countries to maintain stable prices in order to best use their resources?

D. Should governments or organizations be able to restrict the market?

E. What is in the best interest of each party in the multilateral negotiation?

Adapted from Joint Council on Economic Education. Part I: A Framework for Teaching Economics: Basis Concepts, A Master Curriculum for the Nation's Schools, 1977

STANFORD PROGRAM ON INTERNATIONAL AND CROSS-CULTURAL EDUCATION
STUDENT EVALUATION OF CURRICULUM UNIT

Student's name:_____ Grade level:_____

Title of unit:_____ Subject:_____

1. Name some of the facts that you learned from the unit that surprised you.

2. Were some of your previous ideas about Latin America and Latin American people changed by this unit? If so, how?

3. What part of the unit did you like the best? Why?

4. What part of the unit did you like the least? Why?

5. Do you have any ideas on how to improve the unit? If so, please explain your suggestions below.

STANFORD PROGRAM ON INTERNATIONAL AND CROSS-CULTURAL EDUCATION
THE LATIN AMERICA PROJECT

CURRICULUM UNIT EVALUATION FORM

Name:_____ Position:_____

Grade Level:_____ Subject:_____

Title of Unit:_____

Time Involved: in class:_____
in teacher preparation_____

---

1. What were your objectives in using the unit? Were they met? If not, why do you think that they were not?

2. How did you use the unit in your classroom? Did you omit any parts? If so, which ones and why? Did you add anything? If so, please explain.

3. Which parts of the unit did you find most helpful? Least helpful? Please explain. Did you find suggested supplementary materials helpful in teaching the unit?

4. How did your class react to the unit? Are there any interesting insights or creative ideas that you received from your students and would like to share?